Investigative

Policy &

Oversight

Evaluation of Installation-Level Training Standards for Civilian Police Officers (GS-0083) and Security Guards (GS-0085) in the Department of Defense

Office of the Inspector General
Department of Defense

Acronyms Used in This Report

AIT	Advanced Individual Training
AR	Army Regulation
ASD(C^{3}I)	Assistant Secretary of Defense (Command, Control, Communications and Intelligence)
BOI	Board on Investigations
DA	Department of the Army
DLA	Defense Logistics Agency
DMDC	Defense Manpower Data Center
DoD	Department of Defense
DPS	Defense Protective Service
FLETC	Federal Law Enforcement Training Center
GS	General Schedule
IADLEST	International Association of Directors of Law Enforcement Standards and Training
IG DoD	Inspector General, Department of Defense
MACOM	Major Army Command
MP	Military Police
NEC	Navy Enlisted Classification
NIMA	National Imagery and Mapping Agency
NSA	National Security Agency
OJT	On-the-Job Training
OPM	Office of Personnel Management
PFPA	Pentagon Force Protection Agency
POST	Peace Officer Standards and Training
TDA	Table of Distribution and Allowances
USAMPS	United States Army Military Police School
USD(P&R)	Under Secretary of Defense (Personnel and Readiness)
WHS	Washington Headquarters Services

MEMORANDUM FOR UNDER SECRETARY OF DEFENSE (PERSONNEL AND
READINESS)
ASSISTANT SECRETARY OF THE AIR FORCE
(FINANCIAL MANAGEMENT AND COMPTROLLER)
NAVAL INSPECTOR GENERAL
AUDITOR GENERAL, DEPARTMENT OF THE ARMY
DIRECTOR, DEFENSE CONTRACT MANAGEMENT
AGENCY
DIRECTOR, DEFENSE INFORMATION SYSTEMS
AGENCY
DIRECTOR, DEFENSE INTELLIGENCE AGENCY
DIRECTOR, DEFENSE LOGISTICS AGENCY
DIRECTOR, NATIONAL IMAGERY AND MAPPING
AGENCY
DIRECTOR, WASHINGTON HEADQUARTERS SERVICES
DIRECTOR, NATIONAL SECURITY AGENCY
CHIEF, ARMY RESERVE
CHIEF, AIR FORCE RESERVE
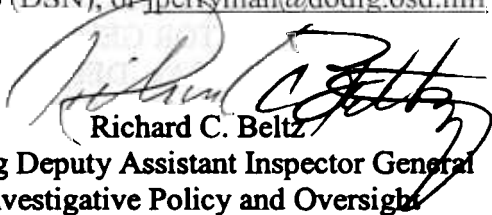CHIEF, NATIONAL GUARD BUREAU

SUBJECT: Evaluation of Installation-level Training Standards for Civilian Police
Officers (GS-0083) and Security Guards (GS-0085) in the Department of
Defense (Report No. IPO2002E004)

This report is provided for your review and comment. Comments that we
received on the draft report are addressed in this final report and are included as
Appendix N. The Under Secretary of Defense (Personnel and Readiness) (USD(P&R))
and the Department of the Army, although agreeing with the need for standardized
training, could not reach internal consensus on our recommendations and did not
complete their comments in time for inclusion in the final report. They should finalize
their positions in commenting on this final report. Please ensure that we receive
comments on the final report no later than February 26, 2003, and that they conform to
the requirements in DoD Directive 7650.3.

During informal discussions, USD(P&R) representatives agreed that they should
be involved in establishing standard training for general law enforcement personnel, but
after the "functionals" determine the requirements. We continue to believe that
USD(P&R) should assume responsibility for overseeing and guiding the requirements
determination, as well as the establishment and implementation. As indicated in the
report, USD(P&R) could use a lead or executive agency for this purpose. Due to its
previous efforts in this area, we believe the Army would be a good candidate for the lead

or executive agency role. Accordingly, we have continued our recommendations from the draft report.

We appreciate the courtesies extended to the evaluation staff. For additional information on this report, please contact Mr. Jack Montgomery, Project Manager, at (703) 604-8703 (commercial), 664-8703 (DSN), or jmontgomery@dodig.osd.mil (e-mail). You may also contact Mr. John Perryman, Director of Evaluations, at (703) 604-8765 (commercial), 664-8765 (DSN), or jperryman@dodig.osd.mil (e-mail).

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Evaluation of Installation-Level Training Standards for Civilian Police Officers (GS-0083) and Security Guards (GS-0085) in the Department of Defense

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Office of the Inspector General, Department of Defense

Project No. 2001C002   December 20, 2002

**Evaluation of Installation-level Training Standards for
Civilian Police Officers (GS-0083) and Security Guards (GS-0085)
in the Department of Defense**

Executive Summary

Introduction. As of October 31, 2001, the Department of Defense (DoD) employed over 5,500 civilian police officers and security guards at 157 separate agencies, installations, or activities, and the numbers were increasing. Unlike most significant functional areas, the Department has not assigned overall responsibility for the general law enforcement function to an office within the Office of the Secretary of Defense (OSD). Individual DoD components establish and maintain their own training, and practices vary widely across the Department.

Objectives. Our primary objective was to determine whether DoD should standardize training for its civilian law enforcement personnel, including whether current training ensures the knowledge and expertise needed to:

- perform essential law enforcement and security functions; and
- respond to major threats and emergencies.

Results. We found that training for civilian police officers and security guards in DoD will continue to vary widely and not ensure that individuals possess the core competences needed for their jobs, including the ability to respond to major threats and emergencies. We identified a similar condition with respect to their physical fitness requirements.

Summary of Recommendations. We recommended that the Under Secretary of Defense (Personnel and Readiness) (USD(P&R)) be given overall responsibility and then work with DoD components to determine whether DoD should: (1) follow the Model Minimum Standards for training adopted for the law enforcement profession; or (2) require civilian GS-0083 Police Officers and GS-0085 Security Guards to complete a military training program for law enforcement personnel. Additional recommendations address training equivalency/skill competency, training sources, supplementing core training for unique mission needs, preparing civilian law enforcement personnel for major threats and emergencies, and physical fitness requirements.

Management Comments. On August 28, 2002, we distributed this report in draft form. We received comments from Navy, Air Force, Defense Logistics Agency, National Imagery and Mapping Agency, National Security Agency, Pentagon Force Protection Agency (for the Washington Headquarters Services), and Army Reserve (see Appendix N).[1] The comments agreed that DoD needs standard, core training for civilian law enforcement personnel. USD(P&R) and Army, although agreeing with the need for standardization, did not reach internal consensus on our recommendations and did not

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[1]   Defense Contract Management Agency, Defense Intelligence Agency, and Defense Information Systems Agency, notified us that they did not have comments on the draft report.

complete their comments in time for inclusion in the final report. They will have the opportunity to finalize their positions in responding to the final report.

During informal discussions, USD(P&R) representatives agreed that they should be involved with establishing the standard training, but after the "functionals" determine the requirements. We continue to believe that USD(P&R) should assume responsibility for overseeing and guiding the requirements determination, as well as the establishment and implementation. As indicated in the report, USD(P&R) could use a lead or executive agency for this purpose. Due to its previous efforts in this area, we believe the Army would be a good candidate for the lead or executive agency role. Accordingly, we have continued our recommendations from the draft report.

Evaluation of Installation-Level Training Standards for Civilian Police Officers (GS-0083) and Security Guards (GS-0085) in the Department of Defense (Project No. 2001C002)

PART I - INTRODUCTION

BACKGROUND

DoD employs over 5,500 civilian police officers and security guards at 157 separate agencies, installations, or activities (hereafter referred to generally as installations).[2] Although most installations employ police officers or security guards only, many employ both police officers and security guards. Furthermore, some installations that employ both police officers and security guards use security guards interchangeably with police officers. The table below shows the numbers of installations, police officers, and security guards on October 31, 2001.

Table 1
DoD Installations Employing
Civilian Police Officers and/or Security Guards

Type Installation	No. of Installations		Police Officers		Security Guards		Total	
	No.	%	No.	%	No.	%	No.	%
DoD [(a)]	13	8.3	416	12.4	314	14.5	730	13.2
Army	56	35.7	959	28.6	1,004	46.2	1,963	35.5
Navy [(b)]	63	40.1	1,790	53.4	518	23.8	2,308	41.8
Air Force	25	15.9	185	5.5	336	15.5	521	9.4
Total	157	100.0	3,350	100.0	2,172	100.0	5,522	100.0

(a) Defense Agencies and DoD Field Activities
(b) Includes two Marine Corps activities

As can be seen in Table 1, the Army and Navy employ the most civilian police officers and security guards. Together they account for about 76 percent of the installations and 77 percent of the police officers and security guards.

CLASSIFICATION AND AUTHORITY

Civilian police officers and security guards are hired in the GS-0083 Police Officer or GS-0085 Security Guard job series, wear uniforms with "DoD" badges and insignia, and are

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[2] DoD components have been increasing their civilian police officers and security guards in recent years due first to military downsizing and then to higher security needs. By June 2002, the numbers had grown to more than 6,500 civilian police officers and security guards, not including Air Force increases since May 2001.

identified as "DoD Police Officers" and "DoD Security Guards."[3] The positions typically include both law enforcement and security work, and the primary duties are the basis for properly classifying the position as GS-0083 Police Officer or GS-0085 Security Guard. (See Appendix A) The individual installation commanders who create the positions and select candidates to fill them have substantial latitude in determining the primary duties that will be performed and, therefore, the position classification. They are also responsible for funding the operations, including training costs.

DoD police officers and security guards derive law enforcement authority by delegations from their military commanders or civilian directors who are responsible for installation security and given authority commensurate with that responsibility.[4] As a result, police officers and guards have law enforcement authority only while performing their DoD law enforcement or security duties. If their positions require carrying a firearm, they must be issued service weapons upon reporting for duty each day and then turn them in for storage and safekeeping upon completing their duty tours.

POLICY AND MANAGEMENT

The overall criminal justice system encompasses several functional areas: general law enforcement (police and security); criminal investigation; prosecution; and incarceration. Specific aspects of these areas are within the purview of DoD components. For example, the Inspector General, Department of Defense (IG DoD) has policy and oversight responsibility for criminal investigations. The General Counsel of the Department of Defense has overall responsibility for legal matters. The Under Secretary of Defense (Personnel and Readiness) (USD(P&R)) sets personnel policy, including policy for correctional and confinement matters. The Department, however, has not specifically assigned overall responsibility for the general law enforcement functional area, including civilian police officer and security guard operations. Individual DoD components establish and maintain their own policy, including requirements and standards for training. As a result, both requirements and actual practices vary widely across the DoD. Some DoD component training requirements are summarized in Appendix B as examples.

INDUSTRY STANDARDS

The need for competent, well-trained, and ethical police officers has been a major industry emphasis for many years, dating to at least 1893 when the International Association of Chiefs of Police was formed. In 1967, the President's Commission on Law Enforcement and the Administration of Justice published "*The Challenge of Crime in a Free Society*," and the follow-up task report, "*The Police*." One recommendation was that each State establish a Peace Officer Standards and Training (POST) Commission.[5] In 1973, the National Advisory

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[3] The Department of the Army has begun converting its badges and insignia for civilian police officers from DoD to Army designations. Similarly, the Air Force has begun converting its civilian police officer and guard insignia to Air Force Security Force designations.

[4] The Defense Protective Service (DPS) is an exception. DPS was given statutory law enforcement authority when responsibility for protecting the Pentagon Reservation was transferred from the Federal Protective Service in 1987.

[5] By 1981, all states had done so. According to POST literature, ". . . POST organizations were created out of the crucible of conflict, change, and the demand for professionalism and ethics in public officers. POST programs exist to assure all citizens

Commission on Criminal Justice Standards and Goals published additional recommendations. Recommendations for upgrading the quality of police personnel ranged from proposals for improved recruitment and selection to encouraging extensive recruit and in-service training requirements that would be mandatory for all police personnel.

In 1969, the State POST organizations formed an association, now known as the International Association of Directors of Law Enforcement Standards and Training (IADLEST).[6] IADLEST resolved to establish a set of *Model Minimum Standards* for law enforcement officers that all States could aspire to achieve. IADLEST, however, did not attempt to dictate training curricula. According to IADLEST:

> "The term 'standards' has different meanings to different people. . . . 'the literature on training and standards reveals that state statutory training requirements serve as minimum prerequisites for purposes of certification and licensing' officers. In general, certification requirements are based upon a level of norm-referenced performance. . . . licensing is a process by which an agency of government grants permission to an individual to engage in a given occupation upon finding that the applicant has attained a minimum degree of competency required to insure that the public health, safety and welfare will be reasonably protected." (Footnote and credits omitted)

IADLEST focused on having each State establish an organization to govern the process under which individuals are licensed or certified as law enforcement officers. The resulting Model Minimum Standards reflected this focus.

> "Each State shall have an organization at the state level with adequate authority to set standards for the hiring, training, ethical conduct and retention of police officers, through *certification, licensing, or an equivalent methodology*." (Emphasis added)

The IADLEST Model Minimum Standards included standards in the following major categories:

1.0	Concepts, Mission, and Organization (for the State organization)
2.0	Selection
3.0	Basic Training
4.0	In-Service Training
5.0	Task Analysis
6.0	Standards of Professional Conduct

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that peace officers meet minimum standards of competency and ethical behavior. . . ."

[6] The IADLEST mission is to research, develop and share information, ideas and innovations that assist States in establishing effective and defensible standards for employing and training law enforcement officers and, in States where dual responsibility exists, correctional personnel.

The model also included detailed standards for each category. Those for the "Basic Training" category included:

> "3.0.2   Core Competencies
> Minimum curriculum requirements for basic training programs should identify a set of *core competencies* required for satisfactory performance of entry-level tasks. These *competencies should include both knowledge and skills identified through job task analysis, and additional abilities in areas such as professional orientation, human relations and the ethical use of discretion* that the commission deems consistent with the role of police and corrections officers in a free society." (Emphasis added)

The "In-Service Training" category included:

> "4.1.1   Statutory Authority; Purpose
> Each state legislature should provide its commission with the statutory authority to *mandate continuing education requirements for police and corrections officers as a condition of certification or licensure.* The purpose of such training should be to ensure continued proficiency in necessary skills, become familiar with new developments and techniques, and achieve a revitalized sense of compassion, professionalism and career interest. (Emphasis added)

The "Task Analysis" category included:

> "5.0   Task Analysis
> Each state commission should conduct a task analysis of the entry level law enforcement position *at least once every five years.*" (Emphasis added)

The Model Minimum Standards were first adopted on May 28, 1992, and have been subject to continuing update. Appendix C includes additional background and the complete Model Minimum Standards adopted for the law enforcement profession.

PRIOR REVIEWS

The "Report of the Advisory Board on the Investigative Capability of the Department of Defense," June 1995, included a recommendation that DoD establish standards for selecting and training GS-0083 Police Officers. According to the report:

> "Although we limited our review to GS-083 series personnel in **investigative or 'detective' positions**, we heard repeatedly of a lack of training and standard selection requirements in DoD for all GS-083 series positions . . . These are significant concerns; the Secretary's Board on Investigations should address them . . ." (Emphasis added)

The Board on Investigations (BOI) staff subsequently began pursuing these issues with the Office of the Assistant Secretary of Defense (Force Management Policy). The staff recognized, however, that unilateral DoD action might impact other Federal Agencies inappropriately, because OPM is responsible for establishing and maintaining qualification requirements for GS-0083 Police Offices.

RELATED STUDY

In 1996, the U.S. Army Military Police School (USAMPS) completed a study to determine if training deficiencies existed for Army civilian police officers and security guards, and to determine the requirements for establishing a training certification program for these employees. The study resulted in the report, "Department of the Army Police and Guard Survey: Needs Assessment Report," June 14, 1996, and identified the minimum tasks required to perform Army police and guard duties. According to the report:

> "There is no standardization of training, and no training certification or recertification programs exist. There are no physical fitness standards, and the regulation is vague on physical fitness requirements. . . . Since over 46 percent of the police and guards had 'o*n-the-job' or 'no formal training'* and no standard training is available, there is a need to establish baseline or entry level training requirements augmented by additional or advanced training by MACOMs [Major Army Commands] based on their respective missions. . . . Training received varied from military to OJT to state police academies. Training/ refresher training in some cases is a pencil drill. Most respondents obtained their formal training before 1988. . . ."

Based on these and other conclusions, USAMPS recommended:

> ". . . developing a training course for DA [Department of the Army] Civilian Police and Guards. A standardized training program is needed to meet the common and unique job requirements of both DA Civilian Police and Guards . . . ."

> ". . . updating AR [Army Regulation] 190-56 with more specific physical fitness requirements for DA Civilian Police and Guards."

> ". . . a certification program with appropriate documentation which requires DA Civilian Police and Guards
>
>> (1) to complete a standardized training program.
>> (2) to meet established physical fitness standards.
>> (3) to qualify with weapons at least annually.
>> (4) to receive refresher training (weekly, monthly, or quarterly).
>> (5) to maintain records for review by higher headquarters."

> ". . . that MACOMs/installations conduct a comprehensive review of their Tables of Distribution and Allowances (TDAs) and . . . [realign] their Security Force personnel to meet current needs/job requirements . . . [as] the initial step in developing meaningful training programs. Considering the increase in THREAT activities directed against U.S. installations, it is imperative that the proper mix and training of all DA civilian security personnel (GS 080, 083, 085, 1810 and 1811) be achieved as expeditiously as possible."

The Army largely adopted the USAMPS recommendations and now is involved in the implementation. USAMPS has developed a training program and standards for Army civilian police officers and security guards, and the Army is revising Army Regulation (AR) 190-56, "The Army Civilian Police and Security Guard Program,"

June 21, 1995, to incorporate training requirements and standards for civilian police officers.[7] Although generally "mandating" the training, individual installation commanders will still control and fund training and, as a result, the ultimate impact on individual civilian police offices and security guards in the Army is uncertain.

OBJECTIVES, SCOPE, AND METHODOLOGY

Our primary objective for this evaluation was to determine whether DoD should standardize training for its civilian law enforcement personnel, including whether current training ensures the knowledge and expertise needed to:

- perform essential law enforcement and security functions; and

- respond to major threats and emergencies.

In beginning the project, we asked the Defense Manpower Data Center (DMDC) for staffing lists on GS-0083 Police Officers and GS-0085 Security Guards employed throughout the DoD. We then contacted the individual organizations identified to validate the DMDC information and begin collecting information on training requirements and practices. Using telephonic and facsimile contacts, we ultimately identified, with reasonable certainty, the DoD organizations that employ civilian police officers and security guards, as well as specific information on each individual who occupied the positions on October 31, 2001. We then developed a random sample upon which to base our detailed evaluation. The sampling identified 26 installations for detailed review.[8] We also developed a random sample for individual police officers and security guards at *each* location. This sampling identified a total of 318 police officers and security guards at the 26 sample installations. Appendix D lists the sample installations, the number of police officers and security guards employed at the individual installations, and the number of police officers and security guards included in our random sample.

We then prepared survey questionnaires, one for management and another for employees, to collect detailed information from the sample installations and police officers/security guards. Copies of our survey questionnaires are included as Appendices E and F. Afterwards, we visited each installation to interview management officials, collect the survey information, and follow-up as needed to ensure clarity and completeness in the data collected, including interviewing the individual police officers and security guards. The data collected from management included policy, standards and requirements for training; training sources; information on legal, human resource and oversight responsibilities; and current law enforcement issues. Because law enforcement

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[7] Proposed AR revisions are currently being coordinated within the Army. As currently proposed, the revised AR will require each future police officer entrant, prior to being assigned law enforcement duties, to complete training at (1) the FLETC "Mixed Basic Police Training Program," (2) a State or locally *accredited* police officer training program; or (3) a Military Service *certified* police officer training program. Presently, Army training given at Aberdeen Proving Ground, Maryland, would constitute a certified Military Service training program under the revised AR.

[8] The sampling identified 30 installations for detailed review. Upon beginning our fieldwork, however, we found that four of the installations either did not employ or had discontinued employing civilian police officers or security guards.

or security personnel may be the first to respond (first responders) to an emergency or threat situation, we were particularly interested in their training for emergencies and their assigned roles, responsibilities and performance during training exercises. Therefore, we also requested information on emergency plans, training exercises conducted, and after-action reports on the exercises.

We requested training information segregated according to whether it was basic training, periodic refresher training, or career development training.[9] The data collected from employees included information on firearms, physical fitness requirements, experience (both on the job and previous), police academies attended, and actual training.[10] We also asked for individual employee views on whether their current training was adequate and any specific additional training they considered necessary.

The information that we collected from the employee survey is summarized in Appendix G. The information that we collected from the management survey is summarized in Appendix H.

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[9]   We used the generic term "Basic Training" to identify the type of training generally provided in a police academy to prepare an individual for law enforcement duties. Civilian police academy and military training school basic training programs are 8-20 weeks in duration and include a full range of law enforcement topics. Depending on the organization, this training may be known as Basic Training, Phase I Training, Apprenticeship Training, or Priority 1 training. Similarly, we used the term "Refresher Training" to identify the training generally provided (either in-house, through contract instructors, or privately through local police academies or educational institutions) to help police officers remain current and proficient in their professions. This training generally encompasses new and evolving law enforcement issues, such as those arising from changes in statutory requirements or precedent-setting court decisions, as well as recurring training in areas such as the use of force, ethics and professional behavior. Many law enforcement organizations refer to this training as "In-Service Training."

[10] We did not limit our query to training programs with police academy designations. We included FLETC and other Federal programs, military police schools, local civilian police academies, educational institution training programs, and other similar training.

Evaluation of
Installation-Level Training Standards for
GS-0083 Police Officers and GS-0085 Security Guards
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PART II – RESULTS OF EVALUATION AND RECOMMENDATIONS

Finding: Training for DoD Police Officers and Security Guards Does Not Ensure Core Competencies Needed for Law Enforcement Duty

The law enforcement profession embraced Model Minimum Standards under which individual States: (1) identify core competencies for their police officers based on job task analysis (recurring every 5 years); (2) develop a training program based on the task analysis in order to train to the core competencies identified; (3) use licensing or certification (or an equivalent methodology) to ensure that individual police officers possess the core competencies required for their jobs; and (4) require continuing education as a condition of certification or licensure to ensure continued skills proficiency and familiarity with new developments and techniques. The Military Departments follow similar standards in identifying requirements and developing mandatory training for **military** law enforcement personnel. The Army has conducted a job task analysis for civilian police officers and security guards and developed a training program based on the analysis. Even when implemented, however, the Army program might not ensure competency as intended in the law enforcement profession standards, or as required for military law enforcement personnel. Individual installation commanders, including Army installation commanders, will continue to be responsible for funding and implementing training programs for their police officers and security guards. As a result, civilian police officer and security guard training will continue to vary widely across DoD and will not ensure that individuals possess the core competences needed for their jobs.

DISCUSSION

Based on our sample, 32 percent of DoD installations employ both civilian police officers and security guards, while 44 percent employ police officers only and 24 percent employ security guards only. Approximately 63 percent of the installations that employ both police officers and security guards reported having like missions for the two. In addition, 44 percent of the installations reported that military personnel previously

performed the duties, and they now use civilians for mission reasons or combined mission and economic reasons. An overall DoD profile based on our survey is at Appendix I.

Core Training

Some core training subjects for law enforcement, whether Federal, State, or local, seem apparent. It is inconceivable that an organization would assign an individual police duties, including the use of firearms and the use of force, up to and including deadly force, without ensuring the individual:

- Knew and fully understood ***Jurisdiction, Authority and Potential Liability;*** that is, the specific police powers being bestowed, where and when those police powers could be applied, and the potential liability to both the individual and the employing organization if the individual exceeded his authority.[11]

- Would readily ***Recognize Crime and Criminal Conduct,*** based on knowing and fully understanding: (1) the specific laws to be enforced, including criminal, civil and traffic statutes; (2) the constitutional and civil rights of the individuals being protected and of suspects, offenders, victims and witnesses; and (3) the various court system jurisdictions for hearing and deciding cases, and their procedures for processing cases.[12]

- Possessed and would maintain the ***Skills, Integrity, Professionalism and Safety*** necessary to perform well as a law enforcement officer. Requisite skills include, but are not limited to: (1) maintaining and using assigned weapons; (2) driving patrol and other emergency vehicles; and (3) applying law enforcement methods and techniques (e.g., use-of-force, self-defense tactics/techniques, first aid and medical emergency procedures, evidence collection and preservation, search and seizure, warrants, and interrogations). This area also includes following standards of conduct; acting with integrity and professionalism; understanding and applying safety standards; and maintaining the health and fitness necessary to apply law enforcement methods and techniques properly and safely.

- Would be effective in ***Conducting Law Enforcement Operations***, that is, maintaining law and order, safeguarding physical security, and escorting and protecting officials.

Despite the apparent logic and although almost 30 years have passed since the National Advisory Commission on Criminal Justice Standards and Goals recommended mandatory recruit and in-service training for all police personnel, no one has delineated such

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[11]   Federal jurisdiction and authority vary from Federal property to Federal property, and even within a single Federal property, which makes this area substantially more complex than State or local law enforcement officers encounter. As a result, to ensure needed knowledge and understanding, Federal jurisdiction and authority may warrant more or different training than needed for State and local law enforcement.

[12]   Depending on jurisdiction type and whether State laws were "assimilated" to the Federal property under the Assimilative Crimes Act, Federal law enforcement officers may enforce Federal and State law, as well as agency property rules and regulation. Complexity, therefore, is greater than for States and localities, which also may warrant substantially more or different training to ensure knowledge and understanding.

mandatory training.[13] The law enforcement profession, however, has adopted standards for States to *aspire to achieve* (See Appendix C). Under these standards, the States identify their individual training needs based on conducting a recurring (every 5 years) job task analysis.[14] Most States now adhere to the Model Minimum Standards. Based on the *IADLEST Executive Summary of the Sourcebook 2000*:

- 43 States (86 percent) use a job task analysis in formulating basic training;

- 41 States (82 percent) have uniform, standardized curricula for basic training;

- 43 States (86 percent) have mandated performance objectives for training;

- 27 States (54 percent) use a licensing, certification, or competency examination as the final examination for basic training;

- 26 States (52 percent) have licensing, certification, or competency examinations after applicants complete basic training;

- 35 States (70 percent) require in-service/refresher training; and

- 40 States (80 percent) have programs allowing administrative sanctions against errant law enforcement officers to protect public trust in the criminal justice system.

The States are clearly committed to law enforcement training and are aspiring to achieve the intended improvements. The above statistics reflect significant improvements since 1987, when IADLEST began its reporting. Moreover, most States require individuals to complete a police academy, or a law-enforcement training program at an accredited educational institution, as a condition of employment. The average minimum hours for State law enforcement entry-level training is 489 hours (12.2 weeks at 40 hours per week).[15] The average minimum hours for State firearms training included in the basic training curriculum is 46.8 hours.

DoD TRAINING

DoD component-level (e.g., Army, Navy, Air Force, DLA, etc.) policy governs training requirements for the civilian law enforcement personnel (See Appendix B). In the Military Departments, a major command may supplement the overall policy.

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[13] Our efforts to identify "core" training subjects based on overlaying and comparing actual law enforcement training were not fully successful. We attempted to compare law enforcement training curricula for FLETC, the Services (both military and civilian programs), the Washington Metropolitan Airport Authority Police, and six individual States (Alabama, Arkansas, Missouri, New York, Texas, and Virginia). Ultimately, due to the different naming conventions and training methodologies employed, we were not completely comfortable that our work identified "core" training coverage included in the various training curricula. Appendix J reflects our "best effort" to *categorize* actual training. Appendix K sets forth the Army task categories and lesson plan resulting from the job task analysis involved in the USAMPS needs assessment in 1996.

[14] We note that the Military Departments use very similar approaches in identifying needs and developing training programs for *military* law enforcement officers. They have not, however, followed a similar course for civilian law enforcement. Military training requirements are discussed later in this report.

[15] The State minimum requirements vary from 320 hours to 800 hours. In comparison, the FLETC program is 412.3 hours, or 10.3 weeks at 40 hours per week. As shown later in Table 2, installation requirements varied dramatically, but most involved 80 hours or less.

Otherwise, training requirements are left to the installation commander.

At least two DoD components, the Defense Logistics Agency (DLA) and DPS, require their police officers to attend the 10-week "Mixed Basic Police Training Program" for civilian police officers and security guards given at the Federal Law Enforcement Training Center (FLETC), Glynn County, Georgia.[16] Most DoD components, however, do not require civilian police officers and security guards to complete formal law enforcement training as a condition of employment. Similarly, at least one major command, the Air Force Reserve Command, requires civilian police officers and security guards at Air Force Reserve units to complete the Air Force training required for **military** law enforcement personnel, with some modifications to the military requirements. Generally, however, training is determined at the installation level. While the Army has conducted a job task analysis and developed standard lesson plans for training civilian police officers and security guards, funding and implementation are left to individual installation commanders. The Navy requires civilian police officers and security guards to complete training *equivalent* to the "Phase I" training given to Navy personnel at the Lackland Air Force Base, Texas. The Navy, however, does not require or have procedures for measuring equivalency. The Air Force does not have entry-level training programs or requirements for civilian law enforcement personnel.[17] The Air Force relies on hiring individuals who meet OPM qualification requirements and generally have previous law enforcement experience. See Appendix B.

Overall, DoD training requirements vary from installation-to-installation, even within a single DoD component. The following table shows entry-level training requirements at the installations in our sample.

Table 2
Entry-Level Training Requirements
for Sample Installations

Installation	Training Hours	
	GS-0083 Police	GS-0085 Security
Eglin Air Force Base, FL [(a)]	0	NA
Minneapolis/St Paul IAP Air Reserve Station, MN [(b)]	288	288
Nellis Air Force Base, NV	0	0
Anniston Army Depot, AL	NA	80
Tripler Army Medical Center, HI	40	40
Army Research Laboratory, MD	30	30

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[16] Some others suggest, but do not require, sending police officers or security guards to FLETC, and some installations do so based on space and funding availability--the FLETC program is given to both police officers and security guards on a commingled basis. In January 2000, the DLA began converting its civilian security guard positions to police officer positions and, based on funding availability, sending its police officers for FLETC training. Security guards unwilling to become police officers will remain in their guard positions, but all positions will be converted over time through attrition and replacement. The timing for sending police officers to FLETC depends on available funding. Although not in our sample, we are aware from other work that DPS also requires its police officers to complete FLETC training. (We note in this regard that FLETC training is not based on recurring job task analyses, which is the law enforcement profession standard.) Neither DLA nor DPS requires their *security guards* to complete this type formal training.

[17] The Air Force does require its law enforcement personnel, whether military, civilian, or contractor, to train on use of force and to qualify with their weapons annually. Further, the Air Force advised us that it generally hires former Air Force Security Police officers (military) for its civilian police officer and security guard positions.

Detroit Arsenal, MI / Lima Army Tank Plant, OH	40	40
Fort Leonard Wood, MO [(c)]	0	NA
Watervliet Arsenal, NY [(d)]	NA	0
Sunny Point Military Ocean Terminal, NC	NA	40
Dugway Proving Ground, UT [(e)]	160	160
Fort A.P. Hill, VA [(f)]	0	NA
Red River Army Depot, TX	NA	40
Fort McCoy, WI [(g)]	320	NA
Defense Distribution Center - San Joaquin, CA	32	NA
National Imagery & Mapping Agency, MD [(h)]	NA	62
Headquarters, Defense Logistics Agency, VA [(i)]	32	32
Naval District of Washington, DC	80	80
Naval Air Station Whiting Field, FL	80	NA
Naval Air Warfare Center TSD Orlando, FL	80	NA
Naval Security Group Activity Winter Harbor, ME	NA	80
Naval Station Newport, RI	80	NA
Naval Weapons Station Charleston, SC	80	NA
Naval Air Station Corpus Christi, TX	80	NA
Little Creek Naval Amphibious Base, VA [(j)]	506	NA

NA = Not Applicable. (Some installations have police only. Others have guards only.)

(a) Follows general Air Force policy—no entry-level training program for civilians.

(b) Follows MAJCOM (Air Force Reserve Command) policy. New entrants (except former military law enforcement) must attend Security Forces Academy at Lackland Air Force Base, Texas (51 training days for military, but wartime task training excluded for civilians). All must complete a distance learning package (computer training requiring about 1 week), and unit training (Phase I, 1-2 weeks; and Phase II, up to 60 days) at the assignment base to gain skill certification on each job task. Must then pass required testing before assignment to full duty. Applies to both police and guard.

(c) Installation policy provides for OJT (280 hours), but not other formal training.

(d) No formal program. Practice is (a) initial training-orientation (20 hrs), perimeter gate security (20 hrs), Patrolling (20 hrs), classified container inspection (20 hrs), weapons qualification and safety (40 hrs), report submission and office support (20 hrs), and communication and radio procedures (20 hrs), (b) monthly refresher class (2 hrs), and (c) daily guardmount training.

(e) 80 hrs classroom and 80 hrs OJT with field training officer. Annual 40 hrs classroom refresher.

(f) Hires individuals with at least 1-year of police experience. OJT with supervisor signoff on skills.

(g) Installation policy provides for sending police officers to local police academy.

(h) Has decided to convert security guard positions to police officer positions.

(i) Decision to send police officers to FLETC and convert guard positions to police officer positions, subject to funding and other considerations. FLETC not currently a condition of employment, but police and guards attend when funds are available.

(j) Began regional training academy for Navy civilian police officers in 2001—506 hours over 13 weeks. Not reflected in installation policy. Policy requires 80 hours only.

As is apparent in Table 2, most installations in our sample had training programs. However, as is also apparent, the training requirements varied dramatically, from 0 hours to 506 hours, with most installations having 80 hours or less. Furthermore, we were unable to assess completely the actual training under these programs. Only six installations (24 percent) in our sample maintained automated training records, and several installations were in the process of revising and updating their training systems and/or training records. Although we collected data from individual employee training files, many individual records did not include adequate information on training dates, specific subjects, or completion status. As a result, we were unable to validate automated record entries or identify actual training in specific years or time periods.

Nevertheless, even if we assume that the individual installations fully enforce their training requirements, it is apparent that greater standardization is needed. It is also apparent that many DoD civilian police officers and security guards are placed in law

enforcement positions, given law enforcement training totaling 2 weeks or less, and then expected to perform their installation's law enforcement mission completely and professionally. Information from our employee survey further demonstrates this condition.

- Only 33.3 percent (42.4 percent of police officers and 19.7 percent of security guards) graduated from a formal law enforcement training program prior to assuming their current jobs and, on average, their graduations occurred 19 years ago);

- in calendar year 2001, the average police officer and security guard had training totaling 54 hours, including basic training, firearms qualification time, and "guardmount" training;[18]

- excluding basic training time, which generally would apply only to new hires, the average training time for both recurring refresher training and career development training was 30 hours (the same for both police officers and security guards);

- 45.1 percent of the employees (55.9 percent of police officers and 28.3 percent of security guards) believed they had been adequately trained to do their jobs; and

- 3.3 percent (4.8 percent of police officers and 0.8 percent of security guards) believed their positions gave them authority to carry a weapon when not on duty, which is not the case.

See Appendix K.

TRAINING FOR THREATS AND EMERGENCIES

Law enforcement and security personnel are often first to respond to threat and emergency situations. DoD civilian police officers and security guards, however, are not adequately trained as first responders. Most have not received first responder training in preparation for law enforcement duties. Further, many are not included in installation emergency plans and are not active participants in emergency training exercises. As a result, many DoD civilian police officers and security guards are not prepared to function well during threats and emergencies.

As discussed previously, most DoD police officers and security guards have not graduated from formal law enforcement training programs, and receive only minimal law enforcement training after joining DoD. Based on our sample, their total non-basic training averaged only 30 hours during calendar year 2001. This training is simply inadequate to prepare police officers and security guards for threat and emergency situations.[19]

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[18] "Guardmount training" is a military term generally used to denote time that supervisors use in instructing subordinates, individually or as a group, after they report for work and before they begin duty assignments. The instruction may be oral or by handout for subsequent reading.

[19] Our sampling identified one incident after the terrorist attacks on September 11, 2001, that shows an effect of this inadequate training, but not the full problem or the overall potential consequences. This incident involved an attempt to arm a DoD security guard with a M-16 automatic rifle during high-alert guard duty to protect an installation. Although the individual had received

The training that installations conduct as part of their emergency preparedness programs could be invaluable for training civilian police officers and security guards. In this regard, the installations that we surveyed:

- all had emergency preparedness plans to implement in an actual threat or emergency;

- 80 percent conducted emergency preparedness exercises at least annually;

- 76 percent generally prepared after-action reports upon completing the exercises, even though some did not necessarily prepare a report after every exercise;

- 56 percent identified skill shortfalls for civilian police officers and security guards during the exercises; and

- 44 percent conducted corrective training to overcome skill shortfalls identified during exercises.

Many of the installations, however, did not include civilian police officers and security guards in their emergency preparedness plans or training. In fact, 28 percent of the installations in our sample did not include them in their emergency preparedness plans. Twenty percent did not include them in their emergency preparedness training exercises.

TRAINING FOR MILITARY LAW ENFORCEMENT

It is useful to compare civilian and military law enforcement training. Military police or security personnel frequently work side-by-side with their civilian counterparts or have been replaced with civilians as installations implemented civilianization plans. The training programs for military police and security personnel, however, are significantly different from those for the civilians. The Services are serious about training and ensuring qualification for military personnel.

To become a Military Policeman in the Army, an individual must complete the 16-week Military Police One-Station Unit Training program, which includes both basic training (boot camp) and advanced individual training. The final 8-weeks (Phase IV—Law and Order, and Phase V—MP Combat Support Operations) are devoted to law enforcement training. A soldier must complete this program to attain a 95B Military Occupational Specialty classification and become eligible to perform law enforcement duties. Similarly, to enter the Navy Security Forces as either a Navy Enlisted Classification (NEC)-0000 (Master at Arms) or NEC-9545 (Navy Law Enforcement Specialist) assigned full-time to physical security /law enforcement duties, a sailor must complete the 36-day Phase I training program for Navy personnel given at Lackland Air Force Base, Texas, and then mandatory annual Phase II training that is in addition to

familiarity training on the weapon about 3 months earlier, according to the individual, the training was 10-15 minutes in duration and involved firing 8-10 rounds, but did not include instruction on use or safety. The individual did not feel adequately trained to use the M-16 and declined the assignment. As a result, the individual was given a different duty assignment to a remote perimeter location, armed with a sidearm only, where the threat was considered minimal. The incident did not result in specific training to overcome the skill shortfall. It did result in the installation considering, but ultimately rejecting, disciplinary action against the individual.

weapons training.[20]

The Air Force program is more comprehensive to ensure both training and skill proficiency. The Air Force will not assign an airman to full duty status until the individual has completed training and is certified as possessing the skills necessary to perform each task in the duty assignment. A new entrant into the Air Force Security Forces is sent to Security Forces training at the Lackland Air Force Base, Texas, for initial skills training.[21] This training is approximately 10 weeks in duration (51 training days). Upon successfully completing this initial training, the individual is assigned to a duty base, but must complete a distance-learning package (computer-based training, generally requiring about 1 week) and then Phase I and Phase II *unit training* at the assigned base.[22] Unit training staff administers the Phase I training, which requires 1-2 weeks and includes classroom training, hands-on critical skills training to enhance skills learned during the Lackland training, and base orientation and requirements. The individual has attained a 3-Skill (Apprentice) rating by this time and is assigned to duty status, but cannot be assigned to full duty status until after completing Phase II training and testing. For Phase II training, the individual is paired with the supervisor (preferable) or other trainer (authorized trainer certified on the specific skill) who observes and formally certifies performance on each task when the individual demonstrates the skills necessary to complete the task.[23] The individual is afforded 60 days to demonstrate skills and gain certification on each job task in the assignment position. The unit Standards and Evaluation staff then administers written, verbal, and practical examinations, which the individual must pass to become "qualified" for the position and eligible for full duty status. At this point, the Air Force has devoted approximately 6 months to training and qualifying the individual for full law enforcement duty.

Furthermore, attaining initial qualification for the position does not end the Air Force requirements for training, certification and qualification. After attaining full duty status in the assigned position, the individual is subject to no-notice evaluations to confirm skill level and performance on individual tasks. The individual is also required to re-qualify and gain re-certification annually following the initial qualification. The annual re-qualification process always includes testing on weapons and use-of-force. In addition, the individual must still complete "sustainment training" to reinforce skills or

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[20]   Beginning in fiscal year 2002, the Navy combined Lackland training for NEC-0000 and NEC-9545, and increased the schedule from 30 training days to 36 training days.

[21]   Although designed for military law enforcement personnel, this training could accommodate civilians, as evidenced by the fact that the Air Force Reserve Command has adopted this training for civilians. In this regard, the Air Force identifies and distinguishes training for "core tasks" and "wartime tasks." During the Lackland training, the initial 24 training days are devoted to law enforcement/security training. The next 26 training days are devoted to ground combat skills training, with the final training day devoted to graduation. Air Force civilian law enforcement personnel could be sent to Lackland for the first 24 training days and could be graduated separately from military personnel. Like the military personnel, the civilians also could be required to complete the distance learning package necessary to attain the 3-Skill (Apprentice) rating necessary to begin Phase I and Phase II unit training at their assigned bases. In this way, the Air Force could ensure consistent, standard law enforcement/security training for it law enforcement personnel, whether military or civilian. Army and Navy military law enforcement training should be equally susceptible to accommodating civilians.

[22]   The Air Force is considering a proposal to increase the Lackland training to 81 training days and eliminate the distance learning package currently required to attain the 3-Skill (Apprentice) level necessary for duty assignment.

[23]   The certifier must use an established checklist (developed at the unit, but based on Air Force standardization efforts) in determining whether the individual performed the task appropriately.

knowledge acquired previously and "ancillary training, which is training that contributes to mission accomplishment, e.g., sexual harassment training).[24] Finally, the individual must complete "upgrade training" and gain certification on the next skill level [5-Skill (Journeyman), or 7-Skill (Craftsman)] to be tested for promotion in military rank. Appendix L describes the Air Force training concepts and systems more completely.

PHYSICAL FITNESS REQUIREMENTS

Although not an objective in our evaluation, we found that physical fitness requirements for civilian police officers and security guards in the Department of Defense are as diverse as their training. The Army is the only DoD component with policy addressing this area. The Army requires annual medical screening and physical agility testing for civilian law enforcement personnel. The physical agility testing standards are lower than for a military law enforcement officer, and some civilians with more tenure are exempt from the requirements under union agreements. Individual installation commanders, however, may vary from the requirements. Some Army installations that we visited did not require the medical screenings or agility tests. On the other hand, we learned that civilian law enforcement personnel at the Army Aberdeen Proving Ground are subject to the same physical fitness requirements as the military law enforcement personnel. Aberdeen law enforcement managers desire the higher standard and include it as a requirement in job applications and employee position descriptions. Most DoD civilian police officers and security guards, however, are not subject to any recurring health screening or physical fitness testing. Based on our employee survey at the sample installations, about 86 percent (92.8 percent of police officers and 78.7 percent of security guards) are not subject to physical fitness requirements.

As noted previously in addressing how training should ensure the *Skills, Integrity, Professionalism and Safety* necessary to perform well as a law enforcement officer, we believe that maintaining the health and fitness necessary to apply law enforcement methods and techniques properly and safely is important. In fact, we believe that being fit is part of being a law enforcement officer.

CONCLUSIONS

Neither our current work nor prior work in the law enforcement profession has identified specific, standard training that should be mandatory for all DoD law enforcement personnel. Our work has shown, however, that civilian police officers and security guards are frequently used interchangeably and should be subject to the same training requirements and standards. It has also shown that current civilian law enforcement training varies dramatically across the DoD and is inadequate at many installations, based on comparison to either military law enforcement training standards or overall professional law enforcement standards. As long as individual installation commanders are responsible for planning, developing, funding and implementing training, many DoD civilian police officers and security guards will not

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[24]   Reassignment to a new duty base requires certification on each skill involved in the new duty assignment.

receive the training they need to achieve and maintain competency in their jobs.[25] In addition, our work has shown a need for civilian law enforcement training that is required, adhered to, and documented. Currently, DoD cannot assure that whatever civilian law enforcement training conducted is relevant, that funds invested in training are spent effectively or efficiently, or that civilian law enforcement personnel are adequately trained to avoid personal and agency liability. Finally, our work has shown a need for greater standardization in physical fitness requirements for civilian police officers and security guards.

DoD has alternative remedies available to overcome the current condition. First, DoD could follow the Model Minimum Standards adopted for the law enforcement profession. Under this approach, DoD would identify the "core competencies" required for civilian police officers and security guards employed throughout DoD, and then adopt training and certification programs that ensure individual police officers and security guards achieve and subsequently maintain the competencies required for their jobs. The Army's 1996 job task analysis, together with the Military Departments' continuing analyses used in determining training for military law enforcement personnel, would provide most, if not all the data required for this purpose. DoD could then develop and mandate "core training requirements" that individual DoD components and installations would supplement, but not supplant, to address unique mission requirements. This approach would include determining the best source(s) for civilian law enforcement training. In this regard, some installations favor local civilian police academy training because they see this training as more accessible and less costly, at least as compared to FLETC training. As pointed out in this report, however, local civilian police academy training may not fully prepare a Federal law enforcement officer for duty. DoD, therefore, should evaluate the potential advantages and disadvantages, including cost, involved in requiring attendance at a DoD civilian law enforcement training academy. The Army experience in establishing a civilian law enforcement training program at the Aberdeen Proving Ground, Maryland, and the Navy experience in establishing a regional civilian police academy at Little Creek, Virginia, should provide the basic information needed for this evaluation.

Alternatively, DoD could identify needed changes in current military programs and require civilian police officers and security guards to complete a military law enforcement training program. Although some concerns exists about combining military and civilian training, the fact that the Air Force Reserve Command has adopted this approach demonstrates its feasibility. Further, we do not have any basis to conclude that core law enforcement duties at non-military DoD installations differ from those at military installations, so as to preclude civilian law enforcement personnel at DoD non-military installations from attending military training schools.

Whatever the approach adopted, DoD will need procedures for measuring and tracking training equivalency and/or skill competency.

Finally, we believe that Departmental oversight is needed for DoD civilian law enforcement training, and that the USD(P&R) should be assigned this responsibility.

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[25]   Travel and training funds are generally the first reductions during austere budget and funding times, and this phenomenon is unlikely to ever change.

USD(P&R) is generally responsible for DoD personnel matters, including training, and is the most logical to assume responsibility for DoD civilian law enforcement training and certification, either directly or through a lead or executive agent.

MANAGEMENT COMMENTS AND OUR EVALUATION

On August 28, 2002, we distributed this report in draft form for management comments. Between October 17, 2002 and December 16, 2002, we received comments from Navy, Air Force, Defense Logistics Agency, National Security Agency, Pentagon Force Protection Agency (PFPA) (for the Washington Headquarters Services), Army Reserve, Air Force Reserve, and National Guard Bureau. USD(P&R) and Army, although agreeing with the need for standardization, did not reach internal consensus on our specific recommendations and did not complete their comments in time for inclusion in the final report. They will have the opportunity to finalize their positions in responding to the final report. Defense Contract Management Agency, Defense Intelligence Agency, and Defense Information Systems Agency notified us that they did not have comments on the draft report.

Overall, the comments agreed that DoD should standardize core training for its civilian law enforcement personnel. Navy, for example, advised that preliminary findings from a Navy career development analysis has highlighted the need to train all law enforcement and security personnel, including military active duty and reserve members, not only to the same standard, but in the same "schoolhouse." The comments also agreed that USD(P&R) is the logical choice to assume overall responsibility for civilian law enforcement training, certification and physical fitness in DoD.[26] Individually, the comments also took positions on sources that should be used for DoD civilian law enforcement training, addressing FLETC training specifically (DLA, NSA and PFPA). Others questioned using previous Military Department job task analyses to begin the needed standardization, or indicated those job task analyses should serve only as a beginning point (DLA, NSA and PFPA). Finally, two DoD components suggested addition coverage in the standardization efforts; specifically, an analysis of pay-equity issues (Navy) and a review of employment selection criteria, including criteria for cognitive abilities and psychological assessments (PFPA). Individual comments are addressed below in connection with the recommendations.

RECOMMENDATIONS

Recommendation A.1. The Secretary of Defense assign the Under Secretary of Defense (Personnel and Readiness) overall responsibility for civilian GS-0083 Police Officer and GS-0085 Security Guard training, certification, and physical fitness

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[26] In informal discussion, USD(P&R) agreed that it should be involved with establishing the standard training, after the "functionals" determine the training requirements. We believe that USD(P&R) should assume responsibility for overseeing and guiding the requirements determination, as well as the establishment and implementation, and have continued our recommendation to this effect.

requirements in the Department of Defense.

Management Comments and Our Evaluation

Navy: Concurred, advising that Navy enthusiastically supports USD(P&R) leading a study to develop DoD-wide standards for training, certification and physical fitness, and is prepared to coordinate with and compliment the efforts. Navy also advised that (1) the analysis should include a labor-cost analysis of law enforcement and security pay-equity issues, (2) installations should retain the flexibility to conduct their own installation-unique law enforcement and security training, and (3) DoD components should continue to train their own personnel, but within the requirements of the consolidated standards.

Our Response: Our evaluation scope did not include labor-cost or pay-equity issues. However, should the DoD components decide to include this area in their training and physical fitness standardization efforts (see Recommendation A.2), we would certainly support the decision. In addition, we agree that installations should continue to have the flexibility to conduct their own <u>installation-unique</u> law enforcement and security training. Further, we do not foresee problems arising specifically from individual DoD components continuing to train their own personnel based on consolidated DoD-wide standards. However, we believe the latter issue should be taken into consideration in determining the best, most economical training source(s). It should not be a predetermination that limits the overall considerations involved in the training source(s) determination.

Air Force: Concurred, advising that Air Force realizes the need for standardized civilian police officer and security guard training.

DLA: Concurred and advised that USD(P&R) is probably the best choice for this overall responsibility.

NIMA: Concurred

NSA: Concurred

PFPA: Concurred with establishing oversight for security guard and police officer training, certification, and physical fitness requirements at the Under Secretary level. PFPA suggested that the considerations also include employment selection criteria for cognitive abilities and psychological assessments, advising that OPM regulations support these selection criteria, in part. Regarding physical fitness testing, according to PFPA, (1) an agency must clearly establish a nexus between the test administered and the duties performed, and (2) there is a question as to whether DoD legally could establish a minimum fitness standard and still have a desired outcome for all DoD components.

Our Response: Our evaluation did not include assessing differences in DoD component criteria for selecting GS-0083 Police Officers and GS-0085 Security Guards, but we suspect that they vary as widely as the requirements for training and physical fitness. Should the DoD components decide to include this area in their training and

physical fitness standardization efforts (see Recommendation A.2), we would certainly support the decision. Regarding the physical fitness testing issue, we recognize that testing must be relevant to duties. Once core competencies are identified for a civilian law enforcement officer in DoD, it should not be difficult to establish and administer standard, core physical fitness testing based on the duties involved in the core competencies. Of course, at least some DoD components will need to supplement this testing based on requirements involved in the non-core duties for their law enforcement personnel.

Army Reserve: Concurred

Recommendation A.2. The Under Secretary of Defense (Personnel and Readiness), either directly or through a lead or executive agent, work with the DoD components to determine whether DoD should (1) follow the Model Minimum Standards adopted for the law enforcement profession (see Appendix C), or (2) adopt program changes as needed and require civilian GS-0083 Police Officers and GS-0085 Security Guards in the Department of Defense to complete a military training program for law enforcement personnel that the Military Departments administer.

Management Comments and Our Evaluation

Navy: Concurred, but indicated that the analysis should not be limited to the IADLEST Minimum Standards Model. According to Navy, DoD should seek best practices from all-source models for training, certification, and physical fitness standards.

Our Response: As discussed in this report, our evaluation identified only two viable options: (1) follow the Model Minimum Standards for training that the law enforcement profession has embraced; or (2) use the training programs that the Military Departments use for military personnel. In either case, training is designed to meet core competencies identified through job task analysis. These core competencies should also be the basis for designing a minimum physical fitness standard for DoD civilian law enforcement personnel. If Navy's point is that models and best practices from all sources should be considered in determining the best, most economical way to meet the DoD training and physical fitness requirements, we agree. If the point is that there should be a third option for the training (not the civilian law enforcement model or current military training programs), we cannot agree. Following such a course would only delay standardized training unnecessarily and likely produce controversy with the civilian law enforcement community.

Air Force: Concurred, advising that Air Force is ready to participate in an interservice/interagency working group to determine core skills and training requirements for DoD civilian police officers and security guards. Air Force also advised that USD(P&R) and the DoD components will need to address funding issues involved in providing the training.

Our Response: We agree that determinations should address funding for the training needs.

DLA: Concurred and advised that it would participate in any study, working group, or committee to determine a Department-wide training program.

NSA: Concurred and advised that NSA would prefer adopting the Model Minimum Standards to promote professionalism comparable or greater than preexisting Federal, State and local police training standards.

NIMA: Concurred

PFPA: Did not specifically concur, but appears to agree with the recommendation overall. According to PFPA, a "minimum standard requirement model" could be effective in determining DoD police agency training needs, but this would require (1) identifying the core training requirements and statutory authority applicable to all facilities, and (2) building a "basic platform" upon which an agency could add training to meet unique needs based on a needs assessment.

Our Response: This recommendation deals with identifying standard, core training for a civilian law enforcement officer in DoD. Recommendation A.3, Subpart a, deals with the need for DoD components to supplement this core training to meet their individual unique mission and installation needs. PFPA is correct that a "minimum standard requirement model" might aid the core training needs determination and serve as the "basic platform." This was our intent.

Army Reserve: Concurred

Recommendation A.2, Subpart a. If the determination is to follow the Model Minimum Standards adopted for the law enforcement profession, then: using the Army job task analysis completed in 1996, and the Military Departments' job task analyses for <u>military</u> law enforcement training, develop and ensure that DoD components implement core training and certification programs, including quality assurance procedures, that assure individual civilian police officers and security guards possess and continue to maintain the core competencies required for their jobs, including their duties involved in being first responders to threats and emergencies;

Management Comments and Our Evaluation

Navy: Concurred

DLA: Partially Concurred. According to DLA, the Services' earlier efforts could be used as a baseline, but other sources such as FLETC should also be considered.

Our Response: We agree that FLETC and other training should be considered as potential sources for DoD training. This aspect of our recommendation is addressed in subpart b below. However, as noted in the report (see Footnote 16), FLETC training is not based on job task analysis, which is the underlying basis for the law enforcement profession's Model Minimum Standards and the Military Departments' training programs for military law enforcement personnel. Prior to using job task

analysis to determine the "core competencies" that an individual must possess to be an effective law enforcement officer in DoD, it is not possible to assess the extent to which FLETC training would instill those competencies. We believe the job task analysis that Army completed in 1996, together with those completed on a recurring basis for DoD military law enforcement, are a reasonable basis upon which to begin the process. The alternative would be to delay any standardization for an indefinite period while completing a costly job task analysis that encompasses all DoD civilian law enforcement operations. Given that (1) DoD civilian and military law enforcement personnel work side-by-side and share responsibilities in many cases, (2) many military law enforcement personnel have been replaced with civilians, and (3) at least some DoD civilian law enforcement personnel already attend military training, we believe the previously-completed job task analyses are adequate to identify core competencies for DoD law enforcement, at least to begin the needed standardization. Of course, if DoD adopts the Model Minimum Standards option, that option directly provides for a recurring job tasks analysis every 5 years and adjusting the training curriculum as needed based on the results. Adopting the military training option would have a similar result, since these programs too are based on recurring job task analyses and adjusting training programs based on the results.

        NIMA: Concurred

        NSA: Partially Concurred. NSA concurred with the need for a job task analysis to maintain core competencies, but nonconcurred with using previous Military Department job task analyses based on the belief that doing so would restrict alternatives and options. According to NSA, individual DoD departments should have the option to use their own job task analysis system/tools to identify their unique needs.

        Our Response: We support individual DoD component, or even individual installation, job task analyses to identify <u>unique needs</u>, but not the DoD-wide "core competency" determination. If individual components and/or installations used their own "job task analysis system/tools" for the latter purpose, the core competency determination would be unique to the individual component or installation and, therefore, not susceptible to standardized training. This result would be contrary to the one intended in our recommendation.

        PFPA: Concurred generally, but suggested conducting another job task analysis to account for events over the past year. According to PFPA, it can be assumed that enhanced security measures now in place throughout DoD have involved base commanders modifying their human resource deployments and requiring special equipment, which will require special additional training.

        Our Response: We agree that changes after September 11, 2001, might impact current training needs. However, we do not believe that the changes will have a substantial impact on core competency determinations. Installation security has always been a paramount concern reflected in Military Department training, and their duty assignments certainly reflect this concern. As a result, their job task analyses used to identify core competency needs would also reflect this concern. Furthermore, at least

some job task analyses involved in our recommendation were completed after September 11, 2001. The Air Force, for example, completed its Occupational Survey Report for enlisted Security Forces personnel in October 2001.

Army Reserve: Concurred

Recommendation A.2, Subpart b. If the determination is to follow the Model Minimum Standards adopted for the law enforcement profession, then: assess available training sources and options, including civilian law enforcement academies/ training programs already established in the Department of Defense, and determine the most advantageous training source(s) for GS-0083 Police Officers and GS-0085 Security Guards;

Management Comments and Our Evaluation

Navy: Concurred

DLA: Partially Concurred. According to DLA, other sources should also be considered.

Our Response: We agree. Our recommendation does not limit options for determining the best, most economical source(s) for DoD civilian law enforcement training. After identifying the core competencies involved, DoD will need to assess all potential sources for meeting the training needs. As noted in this report, FLETC training is not based on job task analysis, and certainly is not based on job task analysis that identifies core competencies needed for DoD law enforcement. As also noted in this report, local civilian police academy training might not fully prepare an individual for Federal law enforcement duties. Jurisdiction issues are substantially more complex for Federal law enforcement, and most civilian police academies are unlikely to address Federal jurisdiction issues in detail. Further, neither FLETC nor local civilian academies deal with requirements under the Uniform Code of Military Justice, requirements with which DoD law enforcement officials should/must be well versed. Although we recommended including current Army and Navy civilian police academy training programs in the considerations, neither the training academy that Army established at Aberdeen Proving Grounds, Maryland, nor the one that Navy established at Little Creek, Virginia, was based on a specific job task analysis to identify the core competencies needed for DoD law enforcement. The Aberdeen training, for example, is based largely on State of Maryland training and requirements. Although this training might fully prepare a DoD law enforcement officer, it is not possible to reach such a determination prior to determining the core competencies involved in DoD law enforcement. The same considerations apply to the FLETC training.

NIMA: Concurred

NSA: Partially Concurred. NSA concurred with determining the most advantageous academy/training program for DoD, but nonconcurred with limiting the analysis to previous Army and Navy work in this area. According to NSA, (1) there is little assurance that the previous analyses assessed the full range of optimal options, and

(2) established programs used elsewhere in the Federal Government, such as FLETC, should be utilized.

> **Our Response**: We agree. See our response to DLA comments above.

> **PFPA**: Recommended FLETC for GS-0083 police training. According to PFPA, (1) the FLETC basic course covers a broad range of law enforcement knowledge and skills, and (2) a military-oriented course might not prepare officers working outside traditional military reservations.

> **Our Response**: We do not accept the proposition that military law enforcement training programs might not prepare DoD civilian law enforcement officers working outside traditional military installations. In our view, all DoD facilities have military nexuses that make their law enforcement and security training needs at least as susceptible to military training as they are to civilian law enforcement and security training. See, also, our responses to DLA and NSA comments above.

> **Army Reserve**: Concurred

> **Recommendation A.2, Subpart c.** If the determination is to follow the Model Minimum Standards adopted for the law enforcement profession, then: adopt and implement standard Department of Defense procedures for measuring and tracking training equivalency and/or skill competency that ensure entry-level civilian police officers and security guards in the Department of Defense receive credit for previous law enforcement training and experience, while ensuring the individuals are fully trained and prepared to function as Federal law enforcement officers;

Management Comments and Our Evaluation

> **Navy**: Concurred

> **DLA**: Concurred. DLA advised that the program should include a quality assurance portion to ensure follow-on and remedial training, as well as certification.

> **Our Response**: We agree. In A.2.a, we recommended implementing core training and certification programs that assure individual civilian police officers and security guards possess and continue to maintain the core competencies required for their jobs. We believe that attaining these results automatically involve quality assurance procedures. However, we have modified Recommendation A.2.a to ensure that needed quality assurance is addressed specifically.

> **NIMA**: Concurred

> **NSA**: Partially Concurred. NSA concurred with the need to measure and track training equivalencies and skill competencies, but suggested FLETC standards in lieu of Military Department Standards.

> **Our Response**: We are unaware that FLETC has standards for measuring

training equivalency or skill competency, at least not based on core competencies involved in DoD law enforcement. As discussed previously, FLETC is a potential source for DoD law enforcement training, but DoD must first determine the core competencies for its law enforcement officers based on job task analysis. Only then can DoD determine the best, most economical training source(s) to meet the identified need.

PFPA: Concurred

Army Reserve: Concurred

Recommendation A.2, Subpart d. Ensure documentation of training and certification is maintained; and

Management Comments and Our Evaluation

Navy: Concurred

Air Force: Concurred

DLA: Did not comment.

NIMA: Concurred

NSA: Concurred

PFPA: Concurred

Army Reserve: Concurred

Recommendation A.2, Subpart e. Adopt standard physical fitness requirements and standards for civilian police officers and security guards.

Management Comments and Our Evaluation

Navy: Concurred

Air Force: Concurred

DLA: Did not comment

NIMA: Concurred

NSA: Concurred

PFPA: Concurred

Army Reserve: Concurred

Recommendation A.3. The heads of DoD components follow the Under

Secretary of Defense (Personnel and Readiness) determination on training approach and source(s) for civilian law enforcement personnel, and

Management Comments and Our Evaluation

Navy: Concurred

Air Force: Concurred

DLA: Concurred

NIMA: Concurred and described interim actions that NIMA is taking to improve its law enforcement and security until DoD standards are adopted. NIMA advised that a robust law enforcement training program developed for NIMA West, which incorporates training from civilian and military sources and which addresses law enforcement and anti-terrorism, will be used as a model to develop a NIMA-wide standard civilian police officer and security guard training program for all NIMA sites.

NSA: Concurred

PFPA: Concurred

Army Reserve: Concurred

Recommendation A.3, Subpart a. supplement core training as necessary to take unique mission and installation needs into account in training programs for civilian police officers and security guards; and

Management Comments and Our Evaluation

Navy: Concurred

Air Force: Concurred and advised that once the core requirements are identified, Air Force will determine its unique mission requirements and ensure training is provided and documented.

DLA: Concurred

NIMA: Concurred and advised that it will continue local training and use FLETC as funding and spaces permit, pending the interim standard training program planned for implementation by mid-2003.

NSA: Concurred

PFPA: Concurred

Army Reserve: Concurred

Recommendation A.3, Subpart b. Ensure that civilian police officers and

security guards are fully prepared to handle first responder roles and responsibilities during threats and emergencies. Any civilian police or security force that could be expected to be involved in a threat or emergency should be included in emergency plans, emergency preparedness exercises, and after-action reporting. In addition, corrective training should be implemented as quickly as possible after preparedness exercises to overcome skill shortfalls for civilian police officers and security guards identified during training exercises.

Management Comments and Our Evaluation

Navy: Concurred

Air Force: Concurred and advised that it will immediately provide guidance including civilian forces in emergency plans, emergency preparedness exercises and after-action reporting, and requiring corrective training to overcome skill shortfalls identified during training exercises.

DLA: Concurred

NIMA: Concurred and advised that (1) it staffed a fully functioning Anti-Terrorism/Force Protection (AT/FP) program as a result of the terrorist attacks on September 11, 2001, (2) NIMA civilian law enforcement personnel are included in the program considerations, planning, exercises and after-action reporting, (3) NIMA law enforcement personnel receive "Evidence and Found Property" or similar training, which includes "first responder" training, and (4) this feature will be built into the NIMA-wide standard training program planned for implementation by mid-2003.

NSA: Concurred

PFPA: Concurred, but stated that it is important, at some point, to look at broader options for the same desired results. PFPA advised that methods and models already exist that would facilitate the recommendations. According to PFPA, FLETC has introduced a program that could review minimum standards, introduce best practices, and assist in developing systems to record training. PFPA concluded that many Federal Agencies are embracing this "standards program," but DoD appears reluctant.

Our Response: The FLETC program to which PFPA refers is a proposed accreditation program. Under the proposal, all Federal Agency training academies/ programs would be subject to FLETC accreditation requirements. DoD is continuing to review the FLETC proposal carefully. As a practical matter, however, the proposed FLETC program is untested. On the other hand, current military training programs have existed far longer than FLETC, have been designed specifically to meet DoD law enforcement and security needs, and many are already "accredited" law enforcement training programs. The Air Force program, in fact, is State accredited and part of the Air Force Community College system. Any potential benefit from requiring these programs to become subject to FLETC accreditation is uncertain.

Army Reserve: Concurred

Appendix A. Police Officer vs. Security Guard Positions

The Office of Personnel Management (OPM) is responsible for classifying Federal Government jobs. According to OPM[1]

> ". . . the distinction between guard and police work is sometimes difficult to make. Both guards and police officers wear uniforms, display badges of authority, and carry sidearms. Both are organized along military lines. Both may serve in stationary posts or patrol either on foot or in a vehicle . . ."

OPM continues, however, that the GS-0083 Police Officer job series:

> ". . . includes positions the ***primary duties of which are*** the performance or supervision of ***law enforcement work*** in the preservation of the peace; the prevention, detection, and investigation of crimes; the arrest or apprehension of violators; and the provision of assistance to citizens in emergency situations, including the protection of civil rights. ***The purpose of police work is to assure compliance with Federal, State, county, and municipal laws and ordinances, and agency rules and regulations pertaining to law enforcement work***. . ." (Emphasis added)

In contrast, the GS-0085 Security Guard job series:

> ". . . includes positions the ***primary duties of which are*** the performance or supervision of ***protective services work*** in guarding Federally owned or leased buildings and property; protecting Government equipment and material; and controlling access to Federal installations by employees, visitors, residents, and patients. ***The purpose of security guard work is to protect and prevent loss of materials or processes which are important for national defense, for public health or safety, or as national treasures***. . ." (Emphasis added)

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[1] "Grade Evaluation Guide for Police and Security Guard Positions, GS-0083/GS-0085," April 1988, TS-87

Appendix B. Example DoD Component Policy

Army Training Requirements

Army Regulation (AR) 190-56, "The Army Civilian Police and Security Guard Program," July 21, 1995, prescribes Army policy and procedure for selecting, employing, managing, and training civilian police officers and security guards.[1] The AR details individual program responsibilities[2] and sets forth specific guidance for: (1) qualification and selection; (2) reliability; (3) training; (4) law enforcement authority; and (5) clothing and equipment. It includes specific training policy, as well as guidance for minimum training and blanket authority to pay overtime for training time. For example, the regulation includes the following minimum training standards:

> "a.   Training standards will conform, as local requirements dictate, to the performance-oriented tasks, conditions, standards, supporting skills and knowledge, and performance measures contained in TC 19-138. Installation commanders should use this publication, in conjunction with local threat analyses and job requirements, to design their local training program.
>
> b.   Commanders will also provide training, as appropriate, in the following areas:
>
> (1) Standards of conduct and ethics.
> (2) Jurisdiction and authority.
> (3) Use of force.
> (4) Equal opportunity training.
> (5) Sexual harassment awareness training.
> (6) Safety.
> (7) Local organization and chain of command (civilian and military).
> (8) Security command and control system during normal and contingency operations.
> (9) Federal magistrate system (continental United States (CONUS)).
> (10) Status of forces agreements (outside continental United States (OCONUS)).
> (11) Alarm system operation.
> (12) Recognition of sabotage-related devices and equipment that might be used against the installation or in-transit shipment.
> (13) Location of sensitive or vital areas within an installation, activity,

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[1]   The AR applies to all Active Army and U.S. Army Reserve employees assigned to civilian police and security guard positions that involve enforcing law, and protecting and safeguarding personnel and property. The AR is also applicable to contractor and contract security personnel involved in protecting and safeguarding personnel and equipment at Government-owned, contractor-operated (GOCO) facilities under Army purview. Although not directly applicable, the AR is "appropriate" for Army National Guard activities. According to the AR, commanders outside the continental United States must consider factors such as host nation support and status of forces agreements when implementing the policies and procedures.

[2]   The Director of Civilian Personnel (DCP), under the direction of the Deputy Chief of Staff for Personnel (DCSPERS) is responsible for ensuring policies that support a skilled and professional civilian police and security guard work force, including (among other things) training and career development. The Commanding General, U.S. Army Training and Doctrine Command (TRADOC) is responsible for training development, training, and training support activities for the Army Civilian Police and Security Guard Program. Commanders of major Army commands and heads of Staff Agencies commanding field operating agencies are responsible for effecting necessary planning, programming, budgeting and accounting actions to meet command-wide training needs for civilian police and security guard personnel.

or facility, and protection of them.
(14) Protected area security and vulnerability.
(15) Locks and key control system operation.
(16) Vulnerabilities and consequences of theft of sensitive critical material.
(17) Protection of security system information.
(18) Communications system operation.
(19) Response force organization, mission, deployment, tactical movement, and rules of engagement.
(20) Use of and defense against chemical and riot control agents.
(21) Unarmed self-defense and restraint techniques.
(22) Use of night vision devices.
(23) Alcohol and drug identification and intervention (for supervisors).

c.   Weapons training will be conducted according to guidance provided in AR 190-14 and TC 19-138. Civilian police and security guards will be required to qualify every 12 months with their assigned weapon and familiarize yearly with other weapons they are required to use while on duty or in response situations (for example, crew served weapons, rifles and shotguns). Initial qualification will be accomplished prior to performing security functions. At GOCOs, initial qualification may be accomplished after employment, but must be accomplished prior to assignment to duties requiring the carrying of a weapon. Qualification training must include instruction on safety functions, capabilities, limitations, and maintenance of the firearm to be carried.

A Major Army Command (MACOM) may supplement and allow deviations from the AR requirements. More specifically, MACOM Provost Marshals advise local installation Provost Marshals on technical security and law enforcement issues and training for personnel, including OPM series GS-0083 Police Officers and GS-0085 Security Guards. They may supplement the AR for installations within the command and do so either directly or through the Major Subordinate Commands (MSC). For example, on June 21, 1995, the Army Materiel Command (AMC) Provost Marshal issued Supplement 1 to AR 190-56. Among other things, the supplement provides that an officer, Grade O-5 or higher, in the chain of command may deviate from the training prescribed in Field Circular (FC) 19-138 (now Training Circular 19-138), when the deviation is documented in writing.

Overall, although the Army guidance is extensive and thorough, it ultimately leaves actual training coverage to installation commanders. The AR specifically provides that ". . . commanders should use this publication, in conjunction with local threat analyses and job requirements, to design their local training program."

Navy Training Requirements

OPNAV Instruction 5530.14C, "Navy Physical Security," December 10, 1998, prescribes training requirements for military, civilian and contractor personnel in the Navy Security Forces.[3] Like the Army guidance, the Navy guidance is extensive and thorough. Unlike the Army guidance, the Navy guidance establishes minimum training

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[3]   The instruction applies to all Navy shore activities, installations, headquarters commands, deployable units stations ashore, reserve components, and all Navy military and civilian personnel employed or located thereon.

standards and *requires* their completion.[4] According to OPNAV Instruction 5530.14C:

> ". . . Basic training for new hire Civil Service Navy Security Forces will, at a minimum, consist of Phase 1 and other specific training **equivalent** to that afforded Masters-at-Arms and [Navy Enlisted Classification] NEC 9545 personnel at the Joint Law Enforcement Training Center, Lackland AFB. Completion of the basic law enforcement course at the Federal Law Enforcement Training Center, Glenco, GA, is encouraged for new hires in the GS-083 series. . . ***All personnel assigned full time physical security/law enforcement functions must successfully complete Phase I (basic) training as stipulated in appendix VIII. . .***"

The instruction also stipulates and requires annual "In-Service" training and "Firearms Proficiency" training. Further, although not *requiring* "Specialized and Advanced" training, the instruction provides that:

> "Specialized and advanced training necessary for efficient and effective operation of a modern security force ***should be provided***. This training includes, but is not limited to, advanced investigative training, intrusion detection systems application training, antiterrorism training, loss prevention training, and advanced physical security/law enforcement training." (Emphasis added)

Overall, although the Navy details and requires minimum training for GS-0083 Police Officers and GS-0085 Security Guards that is equivalent to the Phase I training given to military law enforcement officers, it does not have procedures to measure equivalency and, based on our evaluation results, does not always enforce the requirements.

Air Force Training Requirements

The Air Force does not have policy to require or guide training for civilian police officers and security guards. The Air Force advised us it has long operated under the principal that OPM requires hiring *qualified* GS-0083 police officers and GS-0085 security guards, and Air Force has not established a basic training course for these employees. We were also advised that:

- in some isolated situations, such as Air Force Reserve Command, Air Force has standard position descriptions and major command (MAJCOM) specific training standards for GS-0083s and GS-0085s;

- overall, however, Air Force has *few* s*tandard* position descriptions for GS-0083s and GS-0085s, and each installation routinely establishes training requirements for them that are specific to the installation's mission;

- in rare instances, such as when the Panama Canal closed and Reduction in Force employees were placed in the career field without experience, Air Force placed these employees in its Apprentice Training Course with active duty military members;

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[4] This does not mean that Navy has standardized training for its civilian police officers and security guards. In August 2001, the Navy Technical Training Center, Lackland Air Force Base, San Antonio, Texas, prepared position papers and completed a Training Project Plan addressing needed standardization.

- the Air Force generally hires former Air Force Security Police with military experience for its current civilian law enforcement positions; and

- weapons qualification and use of force training requirements are standard Air Force-wide, however, without regard to military or civilian status.

Appendix C. Industry Training Standards

International Association Of Directors
Of Law Enforcement Standards & Training

IADLEST Model Minimum Standards

Preamble

The idea that those who perform the duties of law enforcement and criminal justice officers should do so with professionalism and a sense of ethics is not really new to western philosophical thinking. In fact, the origins of modern policing are commonly agreed to be found in the teachings of Sir Robert Peel over a century and a half ago. The formation of the International Association of Chiefs of Police in 1893 provided the first nationwide voice for reform and professionalization in policing. In this century, scholars generally agree that the most important early advocacy for professionalism can be found in the writing ant actions of Chief August Vollmer, who promoted the notion that the Berkeley Police Department should be composed of competent, trained, and ethical officers.

At the close of the era of prohibition, President Herbert Hoover empowered the Wickersham Commission to look into problems in American policing. This Commission concluded that law enforcement was far too often found to be corrupt, brutal, and composed of unethical and untrained personnel. These shocking conclusions were never manifested in significant public actions, however.

The next major report appears to have been published by the American Bar Association in 1953. In response to a recognition that policing in this country required improved professionalism, the ABA published a "Model Police Training Act." The Act outlined eight broad functions that should ideally be performed by police regulatory agencies.

In 1967 the President's Commission on Law Enforcement and the Administration of Justice published "The Challenge of Crime in a Free Society," and the follow-up task report, "The Police." Contained in both reports were recommendations pertaining to the American system of criminal justice. Major emphasis was focused on the police, and recommendations were offered to affect such areas as community policing, community relations, personnel practices and procedures, organization and operational policies and structures, and the recommendation that each state establish a Peace Officers

Standards and Training (POST) Commission. At that time, 17 states had already established POST bodies. All states had them by 1981.

The National Advisory Commission on Criminal Justice Standards and Goals published its recommendations for improvements in 1973. Specific recommendations for upgrading the quality of police personnel ranged from proposals for improving recruitment and selection to encouraging the imposition of extensive recruit basic and in-service training requirements that would be made mandatory for all police personnel.

California and New York were the first to establish POST commissions in 1959. New Jersey and Oregon created POST commissions shortly thereafter in 1961. The last states to create POST commissions were Tennessee, West Virginia, and Hawaii. The staffs of POST organizations first formed an association in 1969 upon the urging of IACP. In 1987, the name of this association was changed from NASDLET TO IADLEST thereby reflecting a more inclusive Mission and Focus.

No analysis of the development of professionalism in the criminal justice occupations would be complete without a reference to the positive impact of the Law Enforcement Assistance Administration's
LEEP program. The Law Enforcement Education Program was the first significant infusion of federal funds designed to improve the education and management skills of police and criminal justice managers. A by-product of that great amount of funds was the establishment and creation of departments of criminal justice in practically every postsecondary institution in the nation. Thus was born the discipline of criminal justice and criminal justice studies that have done so much to advance the knowledge and practice of the
criminal justice professions.

To be sure, the public horror and reaction to police brutality and unlawful tactics in response to the general public disobedience of the 1960's led to demands that the quality of police improve. Likewise, a string of important Supreme Court cases recognized that the power of police must be regulated and misuses punished. The extension of the exclusionary rule to the states through Mapp v. Ohio (1961) was only the first of the contemporary major decisions to recognize the need to proscribe police unlawfulness. Mapp was followed shortly thereafter by Escobedo v. Illinois (1964), Miranda v. Arizona (1966), Terry v. Ohio (1968), and Chimel v. California (1989) just mention some of the more well-known cases. This has been paralleled by the rapid rise of civil liability recourse (42 USC 1983, 1987) against police misconduct. A police officer of the 50's would be confounded by what a professional officer of the 90's considers commonplace.

The POST organizations were created out of the crucible of conflict, change, and the demand for professionalism and ethics in public officers. POST programs exist to assure all citizens that peace officers meet minimum standards of competency and ethical behavior. POST organizations also have

an obligation to the officers and agencies that they regulate, to adopt programs that are sensible, effective, and consistent with contemporary notions of what standards should be for all officers.

It is in this spirit of growth and responsiveness that the International Association of Directors of Law Enforcement Standards & Training have resolved to establish a set of MODEL MINIMUM STANDARDS to which all states may aspire.

"*Great spirits have always encountered violent opposition from mediocre minds.*" - Albert Einstein

Model Minimum State Standards For Post Administration

1.0 Concepts, Mission, and Organization

Each State shall have an organization at the state level with adequate authority to set standards for the hiring, training, ethical conduct and retention of police officers, through certification, licensing, or an equivalent methodology.

Commentary

Ever since 1967, when the President's Commission on Law Enforcement and the Administration of Justice issued its landmark report entitled "Task Force Report: The Police", it has been formally acknowledged that the law enforcement task is as great or greater than that of any other profession, and that the performance of this task requires more than physical prowess and common sense. Law enforcement officers engage in the difficult, important and complex business of helping to regulate human behavior, and their intellectual armament and ethical standards must be no less than their physical prowess. The Commission said in 1967, "the quality of police service will not significantly improve until higher educational requirements are established for its personnel" and that statement is equally true today.

As the Commission pointed out, while all departments are in need of upgraded recruiting efforts, higher minimum standards, better selection procedures and more training, the needs are more pronounced for the smaller police departments, many of whom without mandates at the state level would provide little or no training, use ineffectual selection and screening techniques, and have no organized recruiting programs, resulting in substantial variation in the quality of police service, not only in different areas of the nation, but within the same state.

Therefore, each state should have a commission, council or board on peace officer standards and training to establish, maintain, and update these standards.

1.0.1 Authority to Set Selection Standards

Such a commission should have the authority and responsibility to establish minimum statewide selection standards for all persons having authority to make arrests for violations of the criminal, motor vehicle, fish and game, boating and other laws of the state and for violations of local ordinances, and for all persons having custody of individuals who are incarcerated awaiting arraignment or trial, sentenced to terms in correctional institutions or released on probation or parole by the courts, and persons who hold other related public offices.

1.0.2 Authority to Set Education and Training Standards

Such a commission should have the authority and responsibility to establish minimum educational and training standards for pre-service, in-service and specialized training programs for law enforcement and corrections personnel, and persons who hold other related public offices; determine and approve the length and curricula for such programs; set minimum standards for instructors in such programs; and approve facilities as acceptable for law enforcement and corrections training.

1.0.3 Licensing or Certification

Such a commission should have the authority and responsibility to act as the certification or licensing authority for sworn personnel who perform the duties of law enforcement and corrections officers, and other related public officers, and determine the conditions they must meet for certification or licensing.

1.0.4 Decertification or License Revocation

Such a commission should have the authority and responsibility to decertify or suspend or revoke the licenses of sworn personnel who perform the duties of law enforcement and corrections officers, and other related public officers, for failure to observe training requirements, incompetence or egregious misconduct, and to determine the mechanics and conditions for such decertification.

1.0.5 Conducting Research

Such a commission should have the authority and responsibility to conduct and stimulate research by public and private agencies designed to improve the law enforcement and corrections services.

1.0.6 Compliance Enforcement

Such a commission should have the authority, responsibility and resources to make inspections to assure that its standards are being adhered to, and to sanction persons and agencies who willfully or negligently fail to comply with these standards.

1.0.7 Financial Assistance

Such a commission should have the authority, responsibility and resources to provide financial aid to government units as an incentive to send their officers to training programs.

1.0.8 Representation on the Commission

The majority of the representatives on such a commission should be representatives of local and county law enforcement and correctional agencies, with additional representation from state law enforcement and correctional agencies, the courts, and other appropriate agencies or professions.

Commentary

In some states, standards commissions are separate from training commissions, to avoid any claims of a conflict of interest if the standards setting agency also provides the training. However, in instances where such responsibility is split between two commissions, the participants sometimes indicate that communications and coordination are more difficult and there can be duplication of effort. In some states, the responsibility for corrections training is vested in a separate commission, or some agencies such as State Police or Sheriffs are either exempt from training standards or set their own. However, there are many similarities between police and corrections work at all levels which make it quite logical that the responsibilities for setting standards and delivering training can be vested in a single commission, with adequate resources and division of duties.

1.0.9 Independent Agency

Such a commission should be a separate state agency rather than a division or branch of another agency.

Commentary

Since a standards and training commission should serve the interests of state, local and county criminal justice agencies equally, it is preferable that it maintain its autonomy and avoid any appearance that its actions are dominated by another criminal justice agency. Since the agency should ideally be funded from a dedicated revenue source, maintaining it as a separate entity will remove the temptation to divert funds to the parent agency.

1.1 Commission, How Constituted and Operated

1.1.1 Terms of Commissioners

The members of the commission should be appointed for staggered terms which are not all coterminous with the term of the appointing authority. The statute should provide that certain members serve by virtue of their office.

Commentary

The commission, while under the control of the politically elected officials of the state, should be set up in such a way as to provide some continuity and expertise in office, so that it will not be used solely as a source of political patronage, and so that it will not be unduly susceptible to political coercion.

1.1.2 Executive Direction

The day-to-day operations of the commission should be under the control of an executive director or other executive head, who is appointed by a majority vote of the commission, and who can only be removed for cause and after a public hearing.

Commentary

The executive director should be a competent professional, chosen because of ability rather than politics, and whose selection should be removed from the partisan political process. He or she should have adequate tenure to develop and implement the goals and objectives of the commission and enforce compliance with commission mandates without fear of political reprisal.

1.1.3 Qualifications of Director

A state statute should set forth minimum qualifications for the executive director, which should include a baccalaureate or graduate degree, considerable experience in the field of law enforcement or corrections, and familiarity with the development and management of training programs.

1.1.4 Funding Source

The commission's operations, including subsidizing the costs of statewide training programs, should be paid out of a dedicated, nonlapsing revenue source independent of the state's general fund and protected within the state constitution, such as a penalty assessment fund or other funding source.

Commentary

A penalty assessment fund, based on a percentage of court fines, has proven to be a worthwhile and constitutionally permissible mechanism for the funding of criminal justice training programs because it involves no tax monies, and because those who contribute to it have a vested interest in being dealt with by competent professionals with high ethical standards and community relations skills.

Where such a fund exists or is enacted, it is important for it to be established as a trust fund within the state constitution, to prevent it from being diverted to other purposes whenever the state experiences a general fund revenue shortfall. It is also important to resist having a variety of other programs funded out of this dedicated revenue source, as the end result is usually that court

fines reach the point of diminishing returns, and police and corrections training programs are either inadequately funded or require additional general fund support.

1.1.5 Meetings

State statutes should require the commission to meet at least quarterly, and it should be provided with an adequate budget to employ sufficient full-time staff to carry out its mandated duties, with sufficient equipment, travel, and staff development funds to enable its staff to keep abreast of progressive training methods, maintain appropriate professional certifications, belong to professional organizations and monitor the compliance of criminal justice agencies with its standards.

1.1.6 Subsidies

The state should provide the commission with sufficient funds to enable it to reimburse or subsidize every law enforcement and corrections agency 100 percent of the salary, or underwrite the cost of training programs to be completed by the employees of state, county and local law enforcement and corrections agencies.

1.1.7 Reciprocity

Through reciprocity, the commission should recognize the licensing or certification standards of other states which maintain and enforce equivalent standards, to encourage lateral entry by officers from another state without having to undergo redundant training, either at the academy level or in various specialties.

Commentary

Such reciprocity can be provided through standardized licensing and certification examination programs, supplemented by attendance at programs designed to acquaint officers who move in from another state or whose license or certification has lapsed during a break in service, with updated state laws, tactics and procedures.

1.1.8 Accreditation

The commission should recognize the value of a law enforcement accreditation process in upgrading the police profession, and provide technical assistance and support to departments seeking accreditation.

Commentary

Such support can be provided through commission involvement with state or area-wide PAC's (accreditation coalitions) which provide voluntary assistance to one another in their efforts to achieve national accreditation, or through the

establishment of a statewide accreditation program through the commission or another appropriate entity, tailored to the needs of the individual state.

Model Minimum State Standards Peace Officer Selection

2.0 Selection

Each state commission should prescribe minimum statewide standards that must be complied with by hiring authorities who employ law enforcement and corrections officers and other related public officers. These standards should comply with any applicable federal and state equal employment guidelines and relate to the skills and attributes necessary to perform the essential functions of a police or corrections officer.

2.0.1 Drug Screening

State law or regulation should require each candidate for an entry level or lateral entry sworn position, to submit to testing to determine if he or she is currently using an illegal controlled dangerous substance.

Commentary

Peace officers are expected to enforce the law related to the use of controlled dangerous substances, and to prevent prisoners from acquiring such substances. The effectiveness of these officers would be compromised if they were also illegally using these drugs. Therefore, they should receive a valid test to screen for the illegal use of controlled dangerous substances consistent with federal and state laws. The type of test to be utilized would be selected by the agency consistent with their needs and costs, and consistent with minimum requirements set by the commission.

2.0.2 Background Investigation

State law or commission regulation should require each candidate for an entry-level or lateral entry law enforcement or corrections officer position or other related public office, to submit to a thorough background investigation according to protocols developed by the commission, to determine that they have exhibited mature judgment and are of good moral character and reputation.

Commentary

Those called to serve in the criminal justice system are faced with many difficult occupational situations. A documented background investigation is necessary to ensure that all candidates possess the necessary attributes to perform their duties. It is also necessary to screen out undesirable personal characteristics that may adversely affect their performance as officers. This background investigation should include at a minimum~ interview with

previous employers and coworkers, neighbors, past and present family members, character references, school authorities, academic and military records, and a credit record check. Polygraph examinations can be an effective tool to help validate written and oral information, and to detect possible deception by a candidate. They should be used to support, but not as the sole indicator for, employment status decisions.

2.0.3 Fingerprint Check

State law or commission regulation should require the hiring authority to conduct a state and national criminal history check, including fingerprinting, and should prohibit the hiring of any person as a sworn police or corrections officer who has been convicted of a felony, or any other crime or series of crimes which would indicate to a reasonable person that the applicant was potentially dangerous, violent, or had a propensity to break the law.

Commentary

All persons who are expected to enforce the law should be free of a criminal background which would compromise their effectiveness. A criminal history check should be made through the National Crime Information Center and the appropriate local and state criminal history repositories in all communities where the applicant has lived or worked, confirmed by an applicant fingerprint card.

2.0.4 Age Requirements

Each state should set a minimum age requirement for employment as a police or corrections officer, or other related public office, verified by a birth certificate or other appropriate documentation.

Commentary

The minimum age requirement should be established to ensure that candidates will be legally able to perform their duties. This age requirement should be consistent with all federal and state laws, ordinances and regulations related to law enforcement activities, the possession of various types of evidence, and the use of firearms.

2.0.5 Oral Interviews

State law or commission regulation should require all candidates for police and corrections officer positions and other related public offices to be given a personal interview by representatives of the hiring authority to evaluate job-related behaviors, whether by an interview panel or another appropriate assessment process, and should provide guidance to the hiring authority as to any questions which should not be asked during such a process.

Commentary

Personal interviews are a valuable tool to verify and further expand on information provided by a candidate, in order to determine his or her fitness for the job, and to evaluate whether they possess adequate verbal and communications skills for the job.

2.0.6 Citizenship

State law or commission regulation should require all sworn police and corrections officers to be U.S. citizens. In order to encourage the cultural diversity which has enriched our nation over the years, foreign nationals who are becoming citizens should be encouraged to consider law enforcement careers if they can be employed by criminal justice agencies without exercising arrest powers until obtaining full citizenship.

Commentary

Police officers are expected to enforce the laws and constitution of the United States, and are among the few persons who can deprive a U.S. citizen of their freedom. This power should be vested in officers that are loyal citizens, committed to support the laws of the United States and of the state and locality of their employment. In addition, by being a citizen, an officer will be more familiar with the rights afforded to all citizens.

2.0.7 Driver's License

State law or commission regulation for police officers should require a driver history record that indicates that a candidate is a safe driver who has adequate respect for the traffic laws that they will be enforcing, and has a valid motor vehicle driver's license. A driver's license may not always be a requirement for correctional officers.

Commentary

All police officers will utilize motor vehicles in the performance of their duties at one time or another, and many will drive under emergency conditions. Their driving records should be screened prior to hiring, to determine that they are not poor or unsafe drivers.

2.0.8 Medical Qualifications

Once a conditional offer of employment has been issued, state law or commission regulation should require the hiring agency to provide a job-related pass/fail medical examination to each applicant for a sworn police or corrections officer position and mandate that they are medically fit to complete any necessary training and perform the duties of a police or corrections officer. The commission should provide for a medical review board to consider the cases of any applicant with a disability who feels that it will not prevent them from completing the training or performing the essential functions of the job without endangering others.

Commentary

Such an examination evaluates the candidate's physiological readiness to learn and determines the relative risk that their health will compromise their ability to perform the frequent and critical tasks assigned to them.

2.0.9 Education

State law or commission regulation should require immediately that all persons hired as police or corrections officers possess at a minimum a high school diploma, and should ultimately seek to phase in an entry-level requirement of a baccalaureate degree from a college or university accredited by a regional postsecondary accrediting body. Such college education should include a substantial core of courses in the humanities.

Commentary

Completion of high school insures that candidates will have obtained at least minimal skills in writing, comprehension and analysis required of an officer who must possess superior written and oral communications skills and an ability to read and interpret complex statutes, court decisions, and operational procedures. It will also be an indicator that the candidate can successfully complete a police or corrections academy or entrance-level training program. Although some states allow a G.E.D. in place of a high-school diploma, we are unaware of any other profession that permits entry at the G.E.D. level. As communities move toward community policing, a college education becomes increasingly desirable as an entrance standard.

2.0.10 Physical Fitness Assessment

A valid, job-related physical fitness or agility test based on data obtained from a written job description validated by a job task analysis, should be required on a pass/fail basis for each police and corrections officer candidate, by state law or commission regulation.

Commentary

Each candidate should be tested for physical conditioning, fitness and agility. The results of these tests should be evaluated against established, validated criteria, to determine their ability to complete any necessary training and perform the essential job functions, and reduce the danger to coworkers. Physical fitness or agility standards (muscular strength, muscular endurance, cardiovascular endurance, coordination, flexibility, strength, etc.) must also be validated as job-related to the occupational needs of police and corrections officers. Without validation, such standards may not survive legal challenge, especially if they deny employment to a protected class of people. A decision must be made as to whether candidates must meet certain standards before they can enter an academy, or whether they must achieve certain standards

as a requirement for successful completion of the academy. Agility testing, if employed, must be done across the board for all candidates.

2.0.11 Psychological Screening

State law or commission regulation should require hiring authorities to administer a psychological screening to all applicants for sworn police or corrections officer positions, and not to hire applicants who suffer from a current mental illness that would affect their ability to function safely and effectively in the job, or display characteristics such as a tendency toward unnecessary violence or poor impulse control.

Commentary

A psychological assessment is necessary to screen out candidates who may not be able to carry out their responsibilities or endure the uniquely stressful working conditions, or who are not emotionally stable. Only qualified, licensed professionals should interpret these tests, using norm-referenced testing instruments to determine emotional and mental stability, recognizing that an appeal process or second opinion should be afforded to ensure fairness if a candidate is eliminated by this process.

2.1.0 Interstate Training Reciprocity

2.1.1 Reciprocity

Commissions should publish their requirements for reciprocity. They should be designed to notify other commissions as to reciprocity requirements for holding appointment as a police or corrections officer, and the training required or equivalency test needed for lateral entry. The published requirements should specifically address the areas enumerated below.

2.1.2 Prerequisites

Rules should state the prerequisites for holding the position requested by an applicant seeking employment in the state's criminal justice system, prerequisites for attending basic law enforcement training, and a description of the required minimum police or corrections recruit course, including hours of attendance.

2.1.3 Procedures

Rules should describe the procedure to obtain a waiver of basic training requirements, or state that a waiver is not allowed.

2.1.4 Matrix

The commission should develop a matrix to allow the staff to give a preliminary, non-binding opinion regarding the equivalency of training.

2.1.5 Documentation

Rules should prescribe the documentation and the certification of such documents from other educational institutions or training academies that are allowed as proof of completion of courses.

2.1.6 Decertification

Rules should prescribe the charging, hearings, and appeal process for decertification of an officer for infractions of laws, rules, or regulations, and the effect to be given to an out-of-state decertification action or conviction.

2.1.7 Licensing

The commission should publish a listing of any criminal justice position requiring a license or special license, a description of the licensing examination, and the name, address, telephone and FAX numbers of the licensing board or agency.

Model Minimum State Standards Recruit Basic Training

3.0.0 Basic Training

Commission regulations authorized by state law should establish minimum standards for the accreditation, administration, and delivery of basic training programs required for professional certification or licensing of entry-level police and corrections officers, regardless of whether such programs are delivered by state-run academies, individual law enforcement agencies, institutions of higher learning, or a combination thereof.

NOTE: Due to the difference in national and international police and corrections officer standards and training programs, the following standards may not be totally applicable to some training or educational plans. It is recognized that each commission must abide by its own state, provincial or national standards and regulations.

3.0.1 Purpose

The purpose of basic training should be to provide a supportive and nurturing environment that will encourage officers to be humanistic, compassionate, empathetic, culturally aware and career-oriented, skilled in the use of discretion, able to identify and solve problems in traditional and non-traditional but acceptable ways, and proficient in the use of weapons, the ethical and effective use of both deadly and non- deadly force, and respectful of constitutional limitations on their authority.

3.0.2 Core Competencies

Minimum curriculum requirements for basic training programs should identify a set of core competencies required for satisfactory performance of entry-level

tasks. These competencies should include both knowledge and skills identified through job task analysis, and additional abilities in areas such as professional orientation, human relations and the ethical use of discretion that the commission deems consistent with the role of police and corrections officers in a free society.

3.0.3 Matriculation Requirements

Institutions, academies and agencies offering basic training courses should be encouraged to adopt entry standards for their programs that are designed to assure that graduates will meet as closely as possible the minimum professional standards adopted by the commission for occupational certification or licensing as a police or corrections officer.

3.0.4 Medical Examination

Students, as a condition of admission to basic programs, should be required to submit to a medical examination by a licensed physician familiar with the aspects of the curriculum that require physical strength, agility, flexibility and aerobic capacity and who, on a pass/fail basis, certifies that the prospective student can, in the physician's opinion, safely perform the course work required.

3.0.5 Transcripts

Students should be required to present transcripts of all prior education and training as a precondition of admission into a basic police or corrections training program.

3.0.6 Student Records

The items contained in standards 3.0.2 through 3.0.5 above should become a permanent part of the candidate's training records. This record should be available to the commission and on a need-to-know basis to the staff and management of the basic course provider. Medical records should be kept in separate files, or with restricted access. A student's files should be released only to the student's employing or sponsoring law enforcement or corrections agency, if any, or to commission officials, unless the student has given written permission for others to access them, or a valid court order exists. Student records are protected under federal law by the Buckley Amendment. Records should be retained for at least the record retention period required by state law, either in the form of hard copy, computer files, or other court-acceptable media.

3.0.7 Training Course Records

The commission should promulgate standards for the documentation of curriculum and the keeping of historical records for a period of at least twenty years for each basic training class, to include lesson plans, copies of

audiovisual aids, tests and examinations, attendance records, student and instructor evaluations, course schedules, and instructor resumes.

3.0.8 Forms and Procedures

Commission administrative regulations should require that each institution have a policy that prescribes the forms and procedures for documenting the candidate's pre-employment or pre-basic requirements. Forms for each requirement should be developed and made available to agencies that will use the services of the training institution. When the candidate arrives for training at the institution, his or her training records should be inclusive and in a manageable format.

3.0.9 Basic Course Administration

Institutions and agencies providing basic training should be required by commission regulation to have a policy manual or course management guide which outlines the procedures to be followed in conducting the basic course. The policies should be directed toward the behavior of employees and staff as well as the students.

3.1.0 Scope

Written policies should describe the rules of the institution as they apply to the students, and each student upon entry should be issued a copy of the rules and acknowledge receipt of them in writing.

3.1.1 Orientation

The commission should require that each agency, institution or academy offering a basic course set aside a block of time at the beginning of the course for verbal orientation of the students and an explanation of the relevant institution rules and the matriculation requirements.

3.1.2 Rules

Written policies should describe the rules of the institution as they apply to the students, and each student upon entry should be issued a copy of the rules and acknowledge receipt of them in writing.

3.1.3 Discipline

The rules should describe the process for charging a student for a rules violation, the penalty for such a violation, and the appeal process.

3.1.4 Records

The rules should describe the records to be maintained for every student who receives any training and the method used to provide a validated transcript of

such training. Records maintenance rules should be compatible with state and federal laws concerning student records.

3.1.5 Facility

The rules should prescribe facility requirements commensurate to the curricula to be taught by the institution. Curricula activities such as driver training, firearms training, practical exercises and any other training program mandating special needs should have access to adequate facilities. The facilities should be designed to provide the specific training needed to meet the course objectives.

3.1.6 Grading

Student grading policies should be established in terms of pass/fail, re-testing in regards to a failure (if permitted), appeal of test results, and necessary repeating of a subject area if a failure is substantiated or in case of excessive absence from class. Remedial or re-training should be applied in an equitable manner.

3.1.7 Attendance

Attendance at courses should be mandated. If a percentage of time is allowed for excused absences (for any reason), the percentage of time a student is allowed to be absent and still pass the course should be set by the commission.

3.1.8 Tests

Methods of developing test questions conforming to the performance objectives stated in the course should be explained to each student. The test development process should be stated in procedural format, outlining exactly how the testing program is administered.

3.1.9 Counseling

Training staff advisors and/or counselors should be available to discuss personal or training matters with the students. Remedial study habits should be suggested, along with advice to provide the student with every opportunity to do well in the courses.

3.2.0 Failure

Students failing a training course should be evaluated in terms of attitude, adaptability and retention. Should it be determined that the student can be successfully trained, remedial training should be provided under the guidelines established by the grading policy in 3.1.6 above.

3.2.1 Library

A satisfactory learning resource center should be provided if the student is assigned studies outside of the training handouts or classroom notebook. A library indexed by an acceptable decimal system should be available. The use of interactive video or computer programs is advisable.

3.2.2 Curriculum

The commission should establish minimum curriculum requirements for the basic course, and all institutions and agencies delivering approved basic training should be required to comply with these requirements. Curricula should be based on a valid and reliable job task analysis which is updated at least every five years. Training techniques should be generally accepted as correct and legal. Curricula should be submitted on a standardized form detailing the performance objectives for the course and the training methodology. The curricula should be certified by the commission's executive director upon recommendation of a curricula committee, including legal experts, whose members have examined the content and training methodology for the purpose of validating it. Instructors involved in the delivery of basic training should be credentialed as instructors by the commission.

3.2.3 Safety

Safety rules should be given to all trainees who enter the training facility. The rules, along with rules of conduct, should be discussed during orientation. A form attesting that the rules have been distributed and are understood should be signed by each student, collected by the instructor and filed. High-risk and high- liability curriculum areas should have safety rules posted in a conspicuous manner to remind the students of potential risks. Instructors should be periodically refreshed on the contents of these rules.

3.2.4 Graduation

Diplomas or notices of successful completion of basic courses should be awarded, and should identify the awarding institution, the name of the recipient, statutory mandate for the course (if any), precise name of the course, dates of attendance and graduation, and signature of the agency or institution head.

3.2.5 Insurance

Liability and comprehensive insurance should be provided in accordance with city, county or state laws or regulations. The chief legal counsel for the training agency should be consulted about indemnification.

3.2.6 Hiring

Employment of staff should be done through an established hiring process designed to insure that they possess adequate education, experience, ethical standards and medical condition for the position. The use of guest lecturers

should be controlled in a manner that assures their integrity and qualifications to teach.

3.2.7 First Aid

First aid and medical emergency plans should be included in instructor and student orientation materials. If courses include high-risk activities, emergency medical plans should be discussed with students. Every instructor who teaches firearms, driving or other high-risk subjects should be currently certified in first-aid and CPR. First-aid kits and a means of summoning emergency medical assistance should be available at all training sites.

3.2.8 Equipment

Equipment requirements and standards should be established and provided to all agencies or persons participating in the training courses. Standards for weapons and ammunition used on the firing range should be established, as well as vehicles used on the driving range. Other equipment such as uniforms, leather gear, footwear, radar sets, batons, cameras or any other equipment used in training courses should conform to acceptable standards. The standards should be set by the commission or a group of persons having the ability to set such standards in a reliable and expert manner.

Model Minimum State Standards In-Service Training

4.0 In-Service Training

IADLEST endorses the concept of additional, commission mandated annual in-service law enforcement training for sworn or commissioned law enforcement officers following basic certification or licensure. We would recommend leaving the number of training hours and the selection and/or approval of subjects to the discretion of local law enforcement administrators, subject to the guidance and minimums set by the commission.

Commentary

As with many professions, and more so than most, law enforcement is an ever-changing occupation. Laws, court decisions, techniques, technology, and indeed the society that we regulate and serve, is in a constant state of flux. For this reason, it is necessary that police and corrections officers keep abreast of their field, so that they can more effectively serve the citizens, help the agencies that employ them avoid civil liability, and develop necessary supervisory and management skills. Unfortunately, in some jurisdictions the continuing education requirement for law enforcement is either non-existent or less than that of some less complex occupations such as barbers or real estate salespersons. This situation must be rectified in order for the criminal justice system to achieve optimal quality and excellence in service.

4.1.1 Statutory Authority; Purpose

Each state legislature should provide its commission with the statutory authority to mandate continuing education requirements for police and corrections officers as a condition of certification or licensure. The purpose of such training should be to ensure continued proficiency in necessary skills, become familiar with new developments and techniques, and achieve a revitalized sense of compassion, professionalism and career interest.

4.1.2 Resources

Each state legislature should provide adequate funding to its commission to assist in the development, presentation and monitoring of in-service training requirements.

4.1.3 Criteria

The criteria for needs assessment, curriculum development, instructor qualifications, research, testing, and student safety should be no less stringent than that which is prescribed for recruit training programs.

Model Minimum State Standards Training and Instructor Standards

5.0 Task Analysis

Each state commission should conduct a task analysis of the entry level law enforcement position at least once every five years.

Commentary

A task analysis should be conducted statewide to determine the essential functions of the entry level position and the relevant tasks and task steps.

5.0.1 Task Analysis Committee

Each state commission should utilize a committee to assist with the job task analysis (JTA).

Commentary

The committee should be made up of personnel in the criminal justice profession, and assist with the development of the curriculum using results of the JTA. This will assure that the curriculum reflects the actual needs of the basic police officer. The Advisory committee can also be a useful resource to add/modify curriculum during years that the JTA is being upgraded or revised.

5.0.2 Core Curriculum

Each state should develop a minimum standard basic police and corrections training curriculum based upon the results of the job task analysis, plus additional areas such as professional orientation, human relations, and the ethical use of discretion, that the commission deems consistent with the role of police and corrections officers in a free society.

Commentary

Curriculum should be based upon a job task analysis, to assure that the goals and objectives of the course are based upon the current requirements of the position. The job task analysis will identify the most important, most difficult and most frequent tasks required by the essential functions, and further identify those tasks that should be learned at the academy, as opposed to at some other time and place.

5.0.3 Unit Goals

The state standard basic training "core curriculum" should contain a unit goal for each unit of instruction, and performance objectives that are measured by demonstrated performance (written or practical) examinations.

5.0.4 Performance Objective

The curriculum should assign each performance objective a unique alphanumeric identifier.

Commentary

The use of numbered goals and objectives for each unit of instruction assures that the course offers the same curriculum every time it is taught. The alphanumeric identifiers allow the easy tracking and reporting of objectives. This is essential for reports to student or administrators upon completion of a course.

5.0.5 Field Training

Each state commission should establish a field training officers' program of on-the-job training that is also based upon a job task analysis.

Commentary

The basic curriculum and the field training program must both be based upon a task analysis, and complement one another. The field training program should cover the following areas: (1) Knowledge and skills that are unique to the employing agency, but not relevant to the state as a whole. (2) Knowledge and skills that have been determined through a task analysis to be essential to the job, but the local employing agency is better suited as the primary trainer. (3) Demonstrating proficiency in performance objectives that were not met during the academy training process. The final report to the employing administrator should contain the performance objectives that the officer did not

achieve while in training at the academy. This report should become a part of the field training program as a remedial loop. The performance objectives should be demonstrated satisfactorily during the field training experience before the officer can be certified. Field training should be an integral part of the "core curriculum" and quantified as to time to be credited.

5.0.6 Written Tests

Each state commission should develop a bank of questions that measure the knowledge required by performance objectives evaluated by written examination.

5.0.7 Performance Demonstration

Each commission should develop a "demonstrated performance" check-off matrix for each performance objective evaluated by demonstrated performance.

Commentary

It is essential that the examination process measure knowledge and skills identified through job task analysis. To do this, questions and demonstrated scenarios should be developed to measure knowledge and skills relative to the course performance objectives. The questions missed or skills not demonstrated are reported to the student so that he or she not only knows the questions they missed, but also the performance objectives not achieved.

5.0.8 Final Examination

Each commission should develop a comprehensive final examination to determine how much knowledge was gained during the basic course, or a basic certification examination to determine that the student has the requisite knowledge to perform the essential job tasks at the entry level.

Commentary

Post-test measurement need not be conducted if careful examination of performance objectives was conducted during the course.

5.0.9 Follow-Up

Each commission should establish a comprehensive post- graduation follow-up survey.

Commentary

The post-graduation follow-up is essential, and ensures that the course and course content remain relevant. The survey should be designed to determine the retention of basic knowledge and skills. Adjustments should be make to

course and delivery systems to increase retention and relevancy of the curriculum.

5.0.10 Instructor Training

Each commission should establish an instructor training program for instructors involved in the "basic core" curriculum.

Commentary

A comprehensive instructor training course is essential to a standardized "basic core" curriculum. Unless the instructional staff knows the purpose of performance objectives, how they are measured, and how to write proper test questions and demonstration scenarios, the influence of the goals and objectives on learning and retention will be diminished. Additionally, the instructor should be required to demonstrate the instructional processes he or she will use, before actual use in a teaching role. This requirement may be waived in the case of instructors whose prior education or experience is deemed to be the equivalent of such a course, such as professors or instructors at accredited postsecondary institutions.

5.0.11 Instructor Evaluation

Each state commission should develop an instructor evaluation process. It is important to the instructor to receive feedback on how well he or she does in the classroom. A comprehensive program will not only use the students to evaluate the instructor, but will also utilize feedback from managers, commissioned members, and other designated personnel.

5.0.12 Standardized Lesson Plan Format

Each state commission should develop a standardized format for lesson plans.

Commentary

The lesson plan should meet the standard and contain reference(s) to each performance objective covered during the unit of instruction. The lesson plan should be approved by the course coordinator before the instructor teaches. The lesson plan should be a permanent part of the course record. All multimedia and handouts used during the presentation should be identified on the lesson plan.

5.0.13 Instructor Certification Levels

Each state commission should establish certification levels for persons wishing to be instructors.

Commentary

Different levels of certification should be established for instructors, valid for a set period of time, after which renewal can be requested. A basic level instructor should be required to demonstrate the knowledge and ability to conduct instruction from prepared material. More advanced instructors should also be required to demonstrate the knowledge and ability to determine course objectives, develop lesson plans, coordinate other instructors and utilize results of task analyses. Top-level instructors should be required to demonstrate the ability to develop tests, supervise instructors and support staff, organize goal-setting, assist in developing a budget for training programs and maintain positive public relations. Appropriate instructor designations should recognize certain high-liability areas, such as firearms, defensive tactics, physical fitness, and emergency driving.

5.0.14 Revocation of Certification

Each state commission should have the authority to revoke the certification of instructors.

Commentary

To assure the quality of instruction, the state commission should be authorized to revoke instructor certification of those persons failing to follow commission guidelines or performance objectives.

5.0.15 Annual Instructor Evaluation

Each state commission should conduct evaluations of instructors on a routine basis, at least annually.

Commentary

Commission staff should annually evaluate each instructor conducting mandated training programs. The evaluation will be a useful tool to the instructor and the commission, and ensures that all performance objectives are presented by the instructor, and that high-quality teaching is provided to students.

5.0.16 Instruction and Curriculum Management

Curricula should be carefully documented, validated and updated, as follows:

5.0.17 Documentation

Curricula should have dates of original writing and dates at which time it was updated or revised. A tickler file should trigger automatic review and update consideration. A competent curriculum committee with the appropriate education and background should review and recommend all curriculum. Whenever the commission director is the sole curriculum approving authority, he or she should have the background, education and credentials necessary

to make such judgments. The committee or commission director should have statutory authority to approve or deny curricula.

5.0.18 Validation

Validation procedures for curricula should be job task- related, contain performance objectives based upon identified training needs, and test construction should be valid and reliable in testing the performance objectives.

5.0.19 Design

Curriculum design should include full research of the topic(s) or curriculum, source documents written from research, lesson plan(s) developed from the source document, and the source documents and lesson plan should be kept on file for reference.

5.0.20 Handouts

Handout materials or any reference materials should be serialized, and corresponding numbers placed on lesson plans and curricula to which the handout is related.

5.0.21 Staff Instructors

Staff instructors should be graduates of a recognized college or university with a degree in the appropriate field, or have at least a high school education with a documented background and experience to equate in ratio to years of college or university study.

5.0.22 Background

Instructors should successfully pass a background investigation documenting good moral character and integrity.

5.0.23 Physical Fitness

Instructors should be physically fit and in acceptable health to perform the essential functions of their jobs.

5.0.24 Communications

Instructors should have the ability to communicate with students in a supportive manner and yet be able to render objective judgments in reference to student efforts.

5.0.25 Motivation

Instructors should be able to instruct in a manner that motivates students to learn.

5.0.26 Research Skills

Instructors should be able to research and write training materials such as source documents, lesson plans, and tests.

5.0.27 Testing

Testing, whether pre-test or post-test, should be valid and reliable. If pre-testing is used, it should be done with a specific purpose in mind and result in the ability to measure the instructional results accurately. Otherwise, it will not provide a useable result, but will instead mislead and cause confusion.

5.0.28 Technology

Contemporary information with regard to the use and development of instructional technology should be researched in order to maximize training techniques. The goal should be to correctly apply training technology to enhance the ability of students to learn, and not solely to expedite the training process.

5.0.29 Skills Training

Critical skills areas (vehicle stops, use of deadly force, evidence collection and preservation, etc.) should be tested through the use of graded practical exercises. An acceptable pass/fail criteria should be established for each skills test.

5.0.30 Strategies

Instructional strategies should be utilized when it is determined that a particular strategy is the best technique that could be used to teach a particular attitude, knowledge, or skill.

Model Minimum State Standards Professional Conduct

6.0 Standards of Professional Conduct

Each state should provide its commission with the authority to issue standards for professional conduct of law enforcement and corrections officers which specify occupational professionalism by which the certification or license may be retained by persons holding it, and should be empowered to enforce minimum professional standards through the administrative denial of certification to unqualified applicants, and administrative sanction of officers violating professional standards.

Commentary

Each state has been empowered through its constitution or by legislative authority, to regulate occupations and professions in the public interest, thereby protecting the public health, safety and welfare in the performance of

such occupations and professions. A state generally administers this authority through the certification or licensing of persons who have met specific minimum standards. The authority of a state to grant certification or licensure to persons performing an occupation or profession, also implies that the state may refuse to license, or revoke state certification or licensure. In the case of law enforcement and corrections, these duties should be delegated by the legislature to the appropriate commission or commissions.

6.0.1 Content

Standards of professional conduct should address the commission's authority to provide licensing or certification retention standards, and authority to revoke or decertify law enforcement and corrections officers. This authority and responsibility should parallel minimum standards of certification and training, and include cause for administrative sanction, due process notice, hearing and appeal requirements, and provisions for releasing information to a national data bank of decertified officers, as well as a recertification process.

6.0.2 Certification

Each commission should establish procedures and regulate, monitor and certify that persons employed as law enforcement and corrections officers have met the minimum standards for employment, training, and retention.

Commentary

These standards should offer public notice regarding the high ethical, character, training and competency standards required by the state for the employment of law enforcement and corrections officers.

6.0.3 Uniformity

A set of uniform certification or licensing standards should apply to all officer applicants in the state.

6.0.4 Compliance

Prior to issuance of certification or licensure, the commission should verify the compliance of the applicant with minimum standards, by collecting, verifying and maintaining all documentation establishing compliance, and assuring that a proper background investigation and criminal history check have been completed, and requiring the training institution or hiring authority to provide assurance of completion of all pre-hiring requirements, subject to verification by commission audit.

6.0.5 Ongoing Compliance

The commission should be authorized to monitor and enforce ongoing compliance with criteria for the retention of certified or licensed law enforcement or corrections officers.

Commentary

In order to provide a means to identify officers in possession of commission certificates or licenses who involve themselves in unethical or unlawful conduct which would be considered outrageous, contemptible, inhumane, cruel, immoral, indecent, improper, flagrant, excessive, notorious, wanton, intolerable or shocking to the conscience, each state should maintain a professional certification or licensing compliance system. The creation of such a system will assist in preserving minimum standards of conduct and public trust in persons holding commission certification or licensure. It will also provide means for notice to future law enforcement or corrections employers of those applicants who have violated professional standards and have been sanctioned by the commission.

6.0.6 Application, Certification and Denial

Each commission should require a formal application for certification, with specified criteria. If minimum standards are met, the applicant should be certified. If the applicant does not appear to meet minimum standards, the commission should formally notify the applicant of its intention to reject the application and allow a hearing, pursuant to the state administrative procedure act or other applicable law, if the applicant files a timely request for such a hearing.

6.0.7 Reporting Misconduct

Commission regulations should mandate that employing agencies notify the commission when an officer leaves employment, whether terminated, laid off, resigned, or retired. The facts and circumstances leading to the separation should be required to be disclosed where officer misconduct would give rise to possible sanction by the commission. Instances of such misconduct substantiated by an officer's employing agency should also be disclosed to the commission. All law enforcement agencies in the state should be required to report to the commission, the arrest of any person known or identified to them as a police or corrections officer.

Commentary

Public respect for the law is linked to public respect for those who enforce it. When the public becomes aware of unethical, illegal or unconstitutional conduct, on- or off-duty, by those who are sworn to uphold the law and preserve the peace, public confidence is shaken and all criminal justice professionals and agencies suffer diminished effectiveness through diminished public respect, cooperation, and confidence.

6.0.8 Investigation of Misconduct

The commission should evaluate, and may inquire into, all allegations reported to them of officers violating commission standards. The commission should

cooperate with employing agencies in this regard. If the information obtained by inquiry indicates that an officer is in violation of commission standards which could result in the imposition of sanctions, the matter should be presented to the commission or executive director for determination. If the investigation results in a conclusion that no cause for action exists, the employing agency and officer should be so notified. If cause is found, the commission should issue a formal administrative complaint, specifying the charges upon which the sanctions may be imposed.

6.0.9 Grounds for Action

A set of uniform professional standards applicable to all officers certified or licensed by the commission should be established and published. The commission should have the authority to sanction misconduct including any act or conduct which raises substantial doubts about the officer's honesty, fairness, or respect for the rights of others, regardless of whether the misconduct constitutes or is prosecuted as a crime, including but not limited to a plea of guilty, nolo contendere or a finding of guilt as to one or more of a specified series of misdemeanor charges, regardless of withheld adjudication or suspended sentence; a plea of guilty, nolo contendere or a finding of guilt as to a felony or similar offense, regardless of withheld adjudication or suspended sentence; unlawful sale, possession or use of a controlled dangerous substance, or failure to meet mandatory commission standards. State law should permit the commission to consider the existence of an annulled record in making certification and decertification decisions.

6.1.0 Possible Sanctions

Depending on the type of violation, the facts and circumstances of the case, and the prior record of the officer, the commission should impose the most appropriate administrative sanction, to include suspension or revocation of the license or certificate, probation, which may include remedial retraining, or formal reprimand or censure.

6.1.1 Sanction Procedure

In accordance with the state administrative procedure act or other applicable law, the officer should be given notice of the proposed administrative sanction and be provided an opportunity to be heard in the administrative hearing upon request, and to be represented by counsel at his or her own expense. If the hearing results in a finding that the standard of professional conduct was not violated or a conclusion that the conduct in question does not warrant administrative sanction, the case should be dismissed. In the event a violation of professional standards is found, the commission should impose sanctions as appropriate.

6.1.2 National Repository

It is recommended that, upon the establishment of a national repository of information regarding decertified officers, each state commission contribute toward this repository.

Commentary

Each state's society is highly mobile. The number of law enforcement and corrections officers certified or licensed who have been sanctioned by state commissions, continues to expand. There are many accounts of officers with histories of violating professional standards attempting to or becoming employed in the criminal justice professions in states outside the jurisdictions where the violations occurred. To protect criminal justice agencies from employing a person who has been decertified in another state, each state should have the authority to release information on decertified officers upon an official request, and within authorized release guidelines.

6.1.3 Dissemination

Each state should have an authorized state agency that can establish policy and procedures for the dissemination of information to a national repository regarding officers whose commission certificate or license has been suspended, revoked or decertified for punitive reasons. Information to be released should include the name, date of birth and social security number of the officer, the name and address of the commission, and the name and telephone number of a contact person at the state commission who can answer inquiries into the nature of the sustained grounds for decertification.

6.1.4 Recertification

Each commission should adopt a process whereby law enforcement and corrections officers whose commission certificates or licenses have lapsed or been suspended, revoked or decertified, may apply to have them restored, reinstated or re-issued. Officers should first be required to demonstrate compliance with minimum state certification or licensing standards before recertification will be considered. Application to the commission as provided in the initial certification or licensing process should be made. Any denial of certification should be in writing, listing the reasons therefor, and describing any appeals process.

Send comments and corrections to Ray Franklin, POST-Net Operations Manager, rfranklin@iadlest.org.

Appendix D. Random Sample

Installation	Total Assigned*		Random Sample	
	Police Officers	Security Guards	Police Officers	Security Guards
Eglin Air Force Base, FL	39	0	15	0
Minneapolis/St Paul IAP Air Reserve Station, MN	18	3	7	3
Nellis Air Force Base, NV	2	2	2	2
Anniston Army Depot, AL	0	86	0	20
Tripler Army Medical Center, HI	12	1	10	0
Army Research Laboratory, MD	4	12	3	7
Detroit Arsenal, MI	13	10	6	4
Lima Army Tank Plant, OH	3	0	3	0
Fort Leonard Wood, MO	4	0	4	0
Watervliet Arsenal, NY	0	17	0	10
Sunny Point Military Ocean Terminal, NC	0	33	0	15
Dugway Proving Ground, UT	12	58	2	18
Fort A.P. Hill, VA	23	0	10	0
Red River Army Depot, TX	0	47	0	15
Fort McCoy, WI	31	0	15	0
Defense Distribution Center – San Joaquin, CA	41	0	15	0
National Imagery & Mapping Agency, MD	0	28	0	10
Headquarters, Defense Logistics Agency, VA	17	17	8	7
Naval District of Washington, DC	116	5	24	1
Naval Air Station Whiting Field, FL	25	0	10	0
Naval Air Warfare Center TSD Orlando, FL	13	0	10	0
Naval Security Group Activity Winter Harbor, ME	0	10	0	10
Naval Station Newport, RI	24	0	10	0
Naval Weapons Station Charleston, SC	56	0	20	0
Naval Air Station Corpus Christi, TX	7	0	7	0
Little Creek Naval Amphibious Base, VA	48	0	15	0
Total	508	329	196	122

*   As of October 31, 2001

Appendix E. Employee Survey Questionnaire

Department of Defense
Inspector General

Deputy Assistant Inspector General
For Criminal Investigative Policy and Oversight

Survey Questionnaire for the
Evaluation of Installation-Level Training Standards for
Civilian Police Officers (GS-0083) and Security Guards (GS-0085)
in the Department of Defense

Purpose

This survey was designed to collect information from randomly selected civilian police officers and security guards employed by the Department of Defense (DoD), including the Military Departments, Defense Agencies, and DoD Field Activities. It is a significant part of an evaluation to determine whether the DoD needs standard training requirements for civilian police officers and security guards employed throughout the Department.

Your answers to this survey will assist us in determining whether your agency has training standards for your position, whether they are adequate, and whether they are being employed.

Survey Definitions

Fitness Testing: An assessment of a person's physical condition through measured performance of rigorous events graded on a defined standard scale. An example includes a test to determine if you are physically able to complete a 1-mile run in 10 minutes or less, with the results recorded in your records.

Major Threat or Emergency: An action or threat of an action that poses significant and extensive danger to individuals, property, or national security, such as riots, terrorism, etc.

Police Academy: A facility designed or modified to conduct law enforcement training programs.

Police Officer: A person in an OPM position classification GS-0083 or its equivalent whose salary is paid by the DoD or any of its components.

Security Guard: A person in an OPM position classification GS-0085 or its equivalent whose salary is paid by the DoD or any of its components..

Confidentiality

The information you are providing is of a confidential nature. When completed, place the questionnaire, minus this cover letter, unfolded, in an envelope. Seal the envelope and mark the outside of the sealed envelope with your name and the words SURVEY DATA – TO BE VIEWED BY DODIG ONLY. Return the sealed envelope to your training officer. This survey is comprised of three pages and has 17 questions. We appreciate your participation.

If you are not a civilian police officer or security guard do not complete the questionnaire.

Survey Questionnaire
Evaluation of Installation-Level Training Standards for
Civilian Police Officers (GS-0083) and Security Guards (GS-0085)
in the Department of Defense

PRIVACY ACT STATEMENT

1. AUTHORITY FOR COLLECTION OF INFORMATION INCLUDING SOCIAL SECURITY NUMBER (SSN)

Public Law 93-597, as codified at 5 U.S.C. 552a, The Privacy Act of 1974 (as amended)

Department of Defense Directive 5400.11, DoD Privacy Program, December 13, 1999

Department of Defense Directive 5106.1, DoD Inspector General, January 4, 2001

2. PURPOSES FOR WHICH INFORMATION IS INTENDED TO BE USED

The personal information will verify the identity of the surveyed individual randomly selected by computer. The information will only be used in support of the Evaluation of Installation-Level Training Standards for Civilian Police Officers (GS-0083) and Security Guards (GS-0085) in the Department of Defense and will not be stored in a system of records.

3. WHETHER DISCLOSURE IS MANDTORY OR VOLUNTARY AND EFFECT ON INDIVIDUAL OF NOT PROVIDING INFORMATION

The disclosure of this information is voluntary. Declining to provide the requested information will not adversely impact the individual.

Survey Questionnaire
Evaluation of Installation-Level Training Standards for
Civilian Police Officers (GS-0083) and Security Guards (GS-0085)
in the Department of Defense

DoD OIG Use Only
Review Date _____
Reviewer's Initials _____

Name *(Last, First, MI)* _____

SSN _____ - _____ - _____ Work Location _____

Home Phone (_____)_____   Work Phone (_____)_____

1. What is your position? _____ Police Officer _____ Security Guard (Check one)

2. Are you armed while on duty? _____ (Y/N)

3. Are you issued a firearm when you report for duty? _____ (Y/N)

4. Are you required to turn in your firearm when you finish duty? _____ (Y/N)

5. Does your job status entitle you to carry your weapon when not on duty? _____ (Y/N)

6. Does your position require physical fitness testing?____(Y/N) If no, skip question 6.a. – b.

     a. If yes, describe the testing? (i.e. Push-ups, Sit-ups, 2-mile run, etc.)
     _____

     b. How often do you perform this testing? _____

7. When did you start working here? _____ (Month and Year)

8. Did you start here as a ___ police officer, ___ security guard, or ___neither? (Check one)

     a. If neither, when did you became a police officer or security guard here:
     _____ (Month and Year)

9. Have you worked here less than 2 years? _____ (Y/N) If no, skip question 9.a. - c.

     a. Did you have previous law enforcement or security experience? _____ (Y/N)

     b. How much experience did you have?
     _____ Years / Months (Circle one) as a police officer
     _____ Years / Months (Circle one) as a security guard

     c. Where did you get this experience? (Check those that apply)
     _____ Military   _____ Local
     _____ Other Federal   _____ Private
     _____ State   _____ Other (explain): _____

For Official Use Only - Survey Data   CIPO Project No. 2001C002

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E-3

10. Did you attend a police academy before you were hired for this job? ___ (Y/N) If no, skip questions 10.a. - d.

    a. If yes, what was the last police academy you attended?

    _____ (Name)

    b. Did you graduate from the academy? ___ (Y/N)

    c. If yes, when did you graduate? _____ (Month and Year)

    d. Was your successful completion of the academy verified when you were hired? ___ (Y/N/Unknown)

11. Is there a training program here for your job, containing these components?

    a. Basic, entry-level training? ___ (Y/N)
    a.1 If yes, who provides this training? _____ (Organization)

    b. Career or developmental training preparing you for promotion? ___ (Y/N)
    b.1 If yes, who provides this training? _____ (Organization)

    c. Recurring training required on a quarterly, semi-annual or annual basis? ___ (Y/N)
    c.1 If yes, who provides this training? _____ (Organization)

12. After you were hired, but before you began working, were you trained:
    a. To qualify you with the weapon you carry on duty? ___ (Y/N)
    b. In the use of force? ___ (Y/N)
    c. To understand limitations on your jurisdiction and authority? ___ (Y/N)
    d. Regarding liability if you exceed your jurisdiction or authority? ___ (Y/N)

13. How much training did you attend in: <u>Year 2001</u>   <u>Current Calendar Year</u>

    a. Basic, Entry-Level training   _____ Hours   _____ Hours
    b. Career developmental   _____ Hours   _____ Hours
    c. Refresher (update) training   _____ Hours   _____ Hours

14. In your current job, have you received specific training on:

    a. Professional conduct and ethics? ___ (Y/N)
    b. Your authority to carry and use a weapon? ___ (Y/N)
    c. Weapons proficiency and safety? ___ (Y/N)
    d. Your authority to use force? ___ (Y/N)
    e. Demonstrating use of force, from verbal commands to deadly force? ___ (Y/N)
    f. Your role and responsibility during a threat or emergency? ___ (Y/N)
    g. Techniques for self-protection from biohazards, blood-born pathogens, and HAZMAT upon arriving at sites of major threats or emergencies? ___ (Y/N)
    h. Driving emergency vehicles? ___ (Y/N)
    i. Controlling traffic? ___ (Y/N)
    j. Conducting traffic stops? ___ (Y/N)

15. Must you <u>qualify</u> with your weapon? ___ (Y/N) <u>If not armed, skip question.</u>

    a. How many times per year? ___1 ___2 ___More (#___)

    b. When was the last time you qualified? _____ (Month and Year)

16. Are you aware of police officer or security guard <u>here</u> who are allowed to perform certain task even though they did not successfully complete the required training (i.e. weapons, CPR, fitness, Use of Force)? ___ (Y/N)

17. In your view, does your organization adequately train you to do your job? ___ (Y/N)

    a. If not, what additional training do you believe is necessary?

Appendix F. Command and Staff Questionnaire

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Department of Defense
Inspector General

Deputy Assistant Inspector General
For Criminal Investigative Policy and Oversight

Command and Staff Interview for the
Evaluation of Installation-Level Training Standards for
Civilian Police Officers (GS-0083) and Security Guards (GS-0085)
in the Department of Defense

Purpose

This interview tool is designed to collect information from Command and Staff personnel to support an evaluation to determine whether the Department of Defense (DoD) needs standard training requirements for civilian police officers and security guards. Your answers will assist us in determining whether standards are in place, whether they are adequate, and whether they are being employed. This interview tool is provided in advance to facilitate a coordinated, thoughtful, and prepared discussion.

We are also sending a survey form to individual police officers/security guards identified based on statistical sampling using the personnel rosters already provided for your organization. During our visit, the police officers and security guards named on the survey list (to be provided) must be reasonably available to clarify any questions on their completed survey forms or answer further questions.

As for Staff personnel, the following individuals should be present for our entrance briefing and follow-on individual meetings/interviews*: Commander or Deputy Commander, Director of Security (or equivalent), Chief of Police, Human Resources representative, Staff Judge Advocate or other legal advisor, and Inspector General. Those present should be familiar with the Command and Staff Interview.

A representative of our office will contact you to schedule our visit and provide the list of selected police officers and/or security guards.

Survey Definitions

Fitness Testing: An assessment of a person's physical condition through measured performance of rigorous events graded on a defined standard scale. An example includes a test to determine if you are physically able to complete a 1-mile run in 10 minutes or less, with the results recorded in your records.

Major Threat or Emergency: An action or threat of an action that poses significant and extensive danger to individuals, property, or national security, such as riots, terrorism, etc.

Police Academy: A facility designed or modified to conduct law enforcement training.

Police Officer: A person in an OPM position classification GS-0083 or its equivalent whose salary is paid by the DoD or any of its components.

Security Guard: A person in an OPM position classification GS-0085 or its equivalent whose salary is paid by the DoD or any of its components.

* We will conclude our entrance briefing with questions for the Commander or Deputy Commander to limit demands on their time.

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Command and Staff Interview for
Evaluation of Installation-Level Training Standards for
Civilian Police Officers (GS-0083) and Security Guards (GS-0085)
in the Department of Defense

COMMAND STAFF REPRESENTATIVES

1. Policy   POC: _____

   a. Do you have a policy directing a minimum standard of training for the civilian
      police officers and/or security guards employed here? _____ (Y/N) (Provide copy)

   b. If not, what standard do you use? _____

   c. What is the basis for using the standard in either 1.a. or 1.b.?

      _____

2. Response to Major Threats or Emergency Operations POC: _____

   a. Do you have a formulated installation plan to respond to major threats and
      emergency situations? _____ (Y/N (If yes, provide copy) If no, skip question.

   b. Does your plan adhere to a standard, such as DoD Instr 2000.16? _____ (Y/N)

      b.1. If yes, what is the standard? _____ (Name)

   c. Do you have a working group for this purpose? _____ (Y/N)

   d. Does your working group encompass these entities?

      d.1.   Command Representative   __ (Y/N)
      d.2.   Engineers/Public Works   __ (Y/N)
      d.3.   Environmental Protection   __ (Y/N)
      d.4.   Public Affairs   __ (Y/N)
      d.5.   Communication   __ (Y/N)
      d.6.   Legal   __ (Y/N)
      d.7.   Security and/or Police   __ (Y/N)
      d.8.   Medical   __ (Y/N)
      d.9.   Fire Protection   __ (Y/N)

   e. Frequency the plan is exercised? __Annual __Bi-annual __Other (_____)

   f. Are after-action reports prepared? _____ (Y/N) (Provide copies for past three years)

   g. Has the plan been implemented over the past three years? _____ (Y/N)

      g.1 On which occasion(s)? _____

    h. Does the plan include specific roles and responsibilities for civilian police officers and/or security guards? ____(Y/N)

    i. Do civilian police officers or security guards participate in installation preparedness exercises? _____(Y/N)

        i.1.   When was the last exercise conducted? _____ (Month and Year)

3. Legal Issues   POC: _____

    a. Are the physical boundaries of the installation clearly defined for police and security guard forces? ____ (Y/N)

    b. Is/are the type(s) of jurisdiction on your installation(s) clearly understood? ____ (Y/N)

        b.1.   Check the types found: __Exclusive __Concurrent __Proprietary

    c. Does your office provide recurring legal training to the police and/or security forces at your installation? ____ (Y/N)

        c.1.   Check the frequency: __Annual __Semi-annual __Other (_____)
        c.2.   Last date training was provided? _____ (Month and Year)

4. Human Resource Issues   POC: _____

    a. To your knowledge, have your police officers or security guards filed legal actions, union grievances, or OPM appeals on any of these topics in the past three years?
        a.1.   Disparity in pay between series GS-0083 and GS-0085 ____ (Y/N)
        a.2.   Physical fitness as a job element ____ (Y/N)
        a.3.   LEO coverage for "early" retirement ____ (Y/N)
        a.4.   Opportunities for training
        a.5.   Position classifications ____ (Y/N)
        a.6.   Other: _____

    b. If so, have they been resolved? (If yes to any, provide a copy)

    c. If so, did the resolution(s) result in changes in policy, procedure, or standards? ____ (Y/N) (If yes, provide a copy)

POLICE OPERATIONS

1. Personnel Assigned   POC: _____

    a. GS-0083: _____   d. Auxiliaries: _____
    b. GS-0085: _____   e. Reserves/IMA: _____
    c. Military LE/Security: _____

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2. Complaints

    a. Have <u>internal or external</u> complaints of **improper conduct** by your *military* law enforcement or security personnel been received over the past three years? ____ (Y/N) (#_____) (Provide list of complaints)

        a.1.   Were any attributed to a <u>lack</u> of training? ____ (Y/N) (#_____)
        a.2.   Were any attributed to <u>inadequate</u> training? ____ (Y/N) (#_____)

    b. Have <u>internal or external</u> complaints of **improper conduct** by *civilian* police or security guards been received over the past three years? ____ (Y/N) (#_____) (Provide list of complaints)

        b.1.   Were any attributed to a <u>lack</u> of training? ____ (Y/N) (#_____)
        b.2.   Were any attributed to <u>inadequate</u> training? ____ (Y/N) (#_____)

3. Liability and Actions   POC: _____

    a. Have civilian police officers or security guards discharged their firearms in response to an incident in the past three years? ____ (Y/N) (If yes, provide copy)

4. Operations & Resources   POC: _____

    a. If you have security guards only, why do you have them vice police officers?
       ___Mission   ___Economic factors   ___A combination   ___Not applicable

    b. If you have police officers only, why do you have them vice security guards?
       ___Mission   ___Economic factors   ___A combination   ___Not applicable

    c. If you have both police officers and security guards, why?
       ___Mission   ___Economic factors   ___A combination   ___Not applicable

    d. Did military members perform the duties previously? ____ (Y/N)
        d.1.   When did the change occur? _____ (Month and Year)
        d.2.   Why did the change occur? _____

    e. Do police officers and security guards have like missions? ____ (Y/N/NA)

    f. Are your civilian police officers/security guards trained to perform essential law enforcement and security functions if military members are deployed? ____(Y/N/NA)

g. Is the amount of training proportional between civilian police officers/security guards and the military law enforcement personnel? ____(Y/N/NA)

    g.1   If no, why not? _____

h. Is the amount of training you provide for initial, refresher, and career progression proportional between your civilian police officers and security guards? ____(Y/N/NA)

    h.1   If no, why not? _____

5. Training Oversight   POC: _____

    a. Do you have a written policy directing training for civilian police officers and/or security guards at your installation? ____(Y/N) (If yes, provide copy)

    b. Have you adopted a standard training program for civilian police officers and security guards? ____(Y/N) (If yes, provide copy)

        b.1.   What is the training program? _____

        b.2.   What is the basis for the training standard? _____

    c. Are internal safeguards and management controls in place to ensure all components of training are provided to your police officers and security guards? ____(Y/N) (If yes, provide copy)

        c.1.   If yes, what are they? _____

        _____

    d. Is your training validated from outside your organization? ____(Y/N)

        d.1.   If yes, by whom? (i.e. legal office, installation training office, a higher headquarters)_____

        _____

6. Credential Validation   POC: _____

    a. When hiring police officers or security guards, do you require them to take entry-level training made available by you regardless of previous training (i.e. Army MP, Air Force SP, Navy MA, or civilian police)? ____(Y/N)

        a.1.   If not, is their previous training evaluated to ensure it is commensurate with the duties they will perform? ____(Y/N)

    b. When presented with a certificate of training from a previous training academy, does your staff validate it? ____(Y/N/NA)

    c. Have you found any prospective employee possessing fraudulent training certificates or other professional credentials? ____(Y/N)

    d. Have you ever released a new employee or declined to select a prospective employee based on fraudulent credentials? ____(Y/N)

TRAINING OFFICER

1. Training continuum   POC: _____

    a. Do you have in-house trainers? ____(Y/N)

    b. Are your trainers certified? ____(Y/N)

        b.1   By whom? ___ASLET (Amer. Society. of Law Enforcement Trainers)
              ___State ___County ___Other (_____)

    c. What publications or references do you use in preparing your training?

        ___Military ___Federal ___State & local ____ Ad hoc (Check & provide list)

    d. Do you send you civilian police officers and/or security guards to the military
       law enforcement training schools? ____(Y/N)

    e. What recurring training is provided for civilian police officers or security guards
       and at what frequency?

        e.1.   Weapons proficiency? ____(Y/N/NA)
        e.1.a. Frequency: __Annual __Semi-annual __Other (_____)
        e.2.   Physical fitness proficiency? ____(Y/N/NA)
        e.2.a. Frequency: __Annual __Semi-annual __Other (_____)
        e.3.   Theory of Use of Force? ____(Y/N)
        e.3.a. Performance of less than deadly force techniques: ____(Y/N)
        e.3.b. Frequency: __Annual __Semi-annual __Other (_____)
        e.4.   Law and legal issues? ____(Y/N)
        e.4.a. Frequency: __Annual __Semi-annual __Other (_____)
        e.5.   Defensive tactics? ____(Y/N)
        e.5.a. Frequency: __Annual __Semi-annual __Other (_____)

    f. Who provides the majority of the training at these levels?

        f.1   Basic entry-level? _____ (Organization)
        f.2.   Career development? _____ (Organization)
        f.3.   Recurring training? _____ (Organization)

    g. Do you provide organization-specific training for civilian police officers or
       security guards trained outside your organization? ____(Y/N)

    h. Do you have a list of tasks that your police officers and security guards are
       supposed to be trained on? ____(Y/N) (If yes, provide copy) If no, skip question.

        h.1.   Is there a corresponding standard that describes what level the task is to
             be trained to? ____(Y/N/NA) (If yes, provide copy)
        h.2.   Do you differentiate between knowledge based and performance based
             standards? ____(Y/N/NA)
        h.3.   When evaluating proficiency, do you use established checklists for the
             performance items? ____(Y/N/NA) (If yes, provide copy)

       h.4.   When evaluating proficiency, do you use established tests for knowledge-based items? ____(Y/N/NA) (If yes, provide copy)

       h.5.   If yes, who establishes the standard (i.e. training officer, chief of police/commander, headquarters, Outside source)? _____

       h.6.   Is there an established training plan in your organization that shows what tasks each police officer or security guard will be trained on over a year period? ____(Y/N/NA) (If yes, provide copy)

  i. Have you tracked the training provided to police officers and /or security guards during the last three calendar years? ____(Y/N) <u>If no, skip question.</u>

       i.1   Is it in an automated format? ____(Y/N/NA) (If yes, provide copy)

       i.1.a. If no, is it kept in a personal training folder? ____(Y/N/NA) (If yes, review selected records. Compare training received to tasks from question h.)

2. Train for Threats and Emergency Operations   POC: _____

  a. Are civilian police officers and security guards trained as first responders for major threat and emergency situations for your installation? ____(Y/N)

       a.1.   What publications or references do you follow? _____

                 _____

                 _____

  b. Do you train to respond to a ___ threat scenario, ____ general response, or ____ both? (Check one and provide copy)

  c. Do you conduct specialized or additional training for your police officers and/or security guards in advance of exercises? ____(Y/N/NA)

  d. Do you train jointly with others? ____(Y/N/NA) (Check all that apply)

       d.1.   ___ Fire Dept. ___ Medical ___ Ord. Disp. ___ Other (_____)

       d.2.   ___ Federal LE ___ State LE ___ Local LE ___ Other (_____)

  e. Is the training for emergency response documented? ____(Y/N/NA) (If yes, provide copy)

  f. Have these exercises identified skill shortfalls for civilian police officers or security guards? ____(Y/N)

       f.1.   Is specific training given to resolve identified shortfalls? ____(Y/N) (If yes, provide documentation)

COMMENTS

(Please give us any comments that you believe necessary to clarify or explain your responses, or assist our evaluation of training adequacy.)

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Appendix G. Employee Survey Results

	Total Personnel		Armed				Yrs. Experience			Police Academy					PT Required					Training Hrs.					
			Duty		Off Duty		Job	Prior	Tot	Graduated		Yrs. Pre Job	Verified for Job		Yes		Ann	Oth	Tot	CY 2001			CY 2002**		
	No.*	%	No.	%	No.	%				No.	%		No.	%	No.	%				Bas	Oth	Tot	Bas	Oth	Tot
Police Officer																									
Army	53	28.5%	51	96.2%	2	3.8%	8	6	14	31	58.5%	9	20	64.5%	15	28.3%	13	2	15	26	51	77	0	8	8
Navy	87	46.8%	86	98.9%	7	8.0%	7	7	14	36	41.4%	9	16	44.4%	3	3.4%	0	3	3	36	26	62	2	13	15
Air Force	24	12.9%	24	100.0%	0	0.0%	7	5	12	6	25.0%	9	1	16.7%	0	0.0%	0	0	0	24	18	42	8	15	23
DoD	22	11.8%	22	100.0%	0	0.0%	7	2	9	6	27.3%	12	3	50.0%	0	0.0%	0	0	0	17	7	24	4	5	9
Total	186	100.0%	183	98.4%	9	4.8%	7	6	13	79	42.5%	9	40	50.6%	18	9.7%	13	5	18	29	30	59	2	11	13
Security Guard																									
Army	88	73.3%	88	100.0%	1	1.1%	12	5	17	16	18.2%	15	3	18.8%	25	28.4%	18	7	25	18	37	55	9	14	23
Navy	11	9.2%	11	100.0%	0	0.0%	8	0	8	4	36.4%	5	3	75.0%	0	0.0%	0	0	0	12	11	23	1	3	4
Air Force	5	4.2%	5	100.0%	0	0.0%	14	0	14	1	20.0%	8	1	100.0%	0	0.0%	0	0	0	0	39	39	0	8	8
DoD	16	13.3%	16	100.0%	0	0.0%	8	5	13	2	12.5%	7	0	0.0%	0	0.0%	0	0	0	5	3	8	1	2	3
Total	120	100.0%	120	100.0%	1	0.8%	11	4	16	23	19.2%	13	7	30.4%	25	20.8%	18	7	25	15	30	45	7	11	18
Total																									
Army	141	46.1%	139	98.6%	3	2.1%	10	6	16	47	33.3%	11	23	48.9%	40	28.4%	31	9	40	21	42	63	6	12	18
Navy	98	32.0%	97	99.0%	7	7.1%	7	7	14	40	40.8%	9	19	47.5%	3	3.1%	0	3	3	33	24	57	2	12	14
Air Force	29	9.5%	29	100.0%	0	0.0%	8	4	12	7	24.1%	9	2	28.6%	0	0.0%	0	0	0	20	22	42	7	14	21
DoD	38	12.4%	38	100.0%	0	0.0%	7	3	10	8	21.1%	11	3	37.5%	0	0.0%	0	0	0	12	5	17	3	4	7
Total	306	100.0%	303	99.0%	10	3.3%	9	6	15	102	33.3%	10	47	46.1%	43	14.1%	31	12	43	24	30	54	4	11	15

Table title: **Employee Survey—Summary Results**

** Through the date on which employees completed the survey, which varied from February 14 through mid-May 2002.

Employee Survey—Summary Results

| | Total Personnel | | Do NOT Have Training Program | | | | | | NOT Trained After Hire/Before Start | | | | | | | | Aware of Others Who Work After Not Completing Training | | Doesn't Believe Adequately Trained To Do Job | |
| | | | Basic | | Career | | Recurring | | Weapon Qual. | | Use of Force | | Limits on J&A | | Liability | | | | | |
	No.	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Police Officer																				
Army	53	28.5%	14	26.4%	34	64.2%	12	22.6%	5	9.4%	9	17.0%	7	13.2%	11	20.8%	16	30.2%	29	54.7%
Navy	87	46.8%	3	3.4%	59	67.8%	14	16.1%	3	3.4%	6	6.9%	6	6.9%	10	11.5%	16	18.4%	42	48.3%
Air Force	24	12.9%	9	37.5%	22	91.7%	14	58.3%	1	4.2%	5	20.8%	6	25.0%	7	29.2%	9	37.5%	19	79.2%
DoD	22	11.8%	8	36.4%	15	68.2%	8	36.4%	3	13.6%	7	31.8%	4	18.2%	8	36.4%	6	27.3%	14	63.6%
Total	186	100.0%	34	18.3%	130	69.9%	48	25.8%	12	6.5%	27	14.5%	23	12.4%	36	19.4%	47	25.3%	104	55.9%
Security Guard																				
Army	88	73.3%	12	13.6%	50	56.8%	11	12.5%	5	5.7%	1	1.1%	2	2.3%	10	11.4%	9	10.2%	24	27.3%
Navy	11	9.2%	0	0.0%	10	90.9%	1	9.1%	0	0.0%	0	0.0%	0	0.0%	2	18.2%	1	9.1%	2	18.2%
Air Force	5	4.2%	0	0.0%	4	80.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	40.0%
DoD	16	13.3%	3	18.8%	6	37.5%	3	18.8%	2	12.5%	7	43.8%	7	43.8%	6	37.5%	0	0.0%	6	37.5%
Total	120	100.0%	15	12.5%	70	58.3%	15	40.3%	7	5.8%	8	6.7%	9	7.5%	18	15.0%	10	8.3%	34	28.3%
Total																				
Army	141	46.1%	26	18.4%	84	59.6%	23	16.3%	10	7.1%	10	7.1%	9	6.4%	21	14.9%	25	17.7%	53	37.6%
Navy	98	32.0%	3	3.1%	69	70.4%	15	15.3%	3	3.1%	6	6.1%	6	6.1%	12	12.2%	17	17.3%	44	44.9%
Air Force	29	9.5%	9	31.0%	26	89.7%	14	48.3%	1	3.4%	5	17.2%	6	20.7%	7	24.1%	9	31.0%	21	72.4%
DoD	38	12.4%	11	28.9%	21	55.3%	11	28.9%	5	13.2%	14	36.8%	11	28.9%	14	36.8%	6	15.8%	20	52.6%
Total	306	100.0%	49	16.0%	200	65.4%	63	20.6%	19	6.2%	35	11.4%	32	10.5%	54	17.6%	57	30.6%	138	45.1%

Employee Survey—Summary Results

	Total Personnel		Have *NOT* Received Training In These Areas In The Current Job																			
			Ethics		Weapon				Use of Force				Role In Emerg.		Self Protection		Driving Emerg. Vehicle		Controlling Traffic		Making Traffic Stops	
					Auth. To Carry/Use		Safety		Authority For		Demos											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Police Officer																						
Army	53	28.5%	10	18.9%	6	11.3%	3	5.7%	3	5.7%	9	17.0%	14	26.4%	9	17.0%	17	32.1%	17	17.0%	11	20.8%
Navy	87	46.8%	10	11.5%	1	1.1%	0	0.0%	0	0.0%	1	1.1%	7	8.0%	8	9.2%	9	10.3%	18	20.7%	11	12.6%
Air Force	24	12.9%	10	41.7%	3	12.5%	2	8.3%	4	16.7%	11	45.8%	13	54.2%	9	37.5%	16	66.7%	16	16.0%	15	62.5%
DoD	22	11.8%	7	31.8%	2	9.1%	1	4.5%	3	13.6%	12	54.5%	8	36.4%	7	31.8%	11	50.0%	11	50.0%	13	59.1%
Total	186	100.0%	37	19.9%	12	6.5%	6	3.2%	10	5.4%	33	17.7%	42	22.6%	33	17.7%	53	28.5%	62	33.3%	50	26.9%
Security Guard																						
Army	88	73.3%	5	5.7%	3	3.4%	2	2.3%	1	1.1%	7	8.0%	9	10.2%	12	13.6%	20	22.7%	17	19.3%	18	20.5%
Navy	11	9.2%	1	9.1%	2	18.2%	0	0.0%	1	9.1%	1	9.1%	2	18.2%	2	18.2%	1	9.1%	3	27.3%	1	9.1%
Air Force	5	4.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	40.0%	0	0.0%	0	0.0%
DoD	16	13.3%	6	37.5%	4	25.0%	1	6.3%	4	25.0%	8	50.0%	4	25.0%	3	18.8%	11	68.8%	9	56.3%	10	62.5%
Total	120	100.0%	12	10.0%	9	7.5%	3	2.5%	6	5.0%	16	13.3%	15	12.5%	17	14.2%	34	28.3%	29	24.2%	29	24.2%
Total																						
Army	141	46.1%	15	10.6%	9	6.4%	5	3.5%	4	2.8%	16	11.3%	23	16.3%	21	14.9%	37	26.2%	34	24.1%	29	20.6%
Navy	98	32.0%	11	11.2%	3	3.1%	0	0.0%	1	1.0%	2	2.0%	9	9.2%	10	10.2%	10	10.2%	21	21.4%	12	12.2%
Air Force	29	9.5%	10	34.5%	3	10.3%	2	6.9%	4	13.8%	11	37.9%	13	44.8%	9	31.0%	18	62.1%	16	55.2%	15	51.7%
DoD	38	12.4%	13	34.2%	6	15.8%	2	5.3%	7	18.4%	20	52.6%	12	31.6%	10	26.3%	22	57.9%	20	52.6%	23	60.5%
Total	306	100.0%	49	16.0%	21	6.9%	9	2.9%	16	5.2%	49	16.0%	57	18.6%	50	16.3%	87	28.4%	91	29.7%	79	25.8%

Appendix H. Command and Staff Survey

Summary Results

1	**Policy**									
1.a	Do you have a policy directing a minimum standard of training for the civilian police officers and/or security guards employed here?	**Yes:**	21	84.00%	**No:**	4	16.00%			
1.b	If not, what standard do you use?	**Agency:**	2	50.00%	**None:**	2	50.00%			
1.c	What is the basis for using the standard in either 1.a. or 1.b.?	**Agency:**	22	95.65%	**OPM Std:**	1	4.35%			
2	**Response to Major Threats and Emergencies Operations**									
2.a	Do you have a formulated installation plan to respond to major threats and emergency situations?	**Yes:**	25	100.00%	**No:**	0	0.00%			
2.b	Does your plan adhere to a standard, such as DoDI 2000.16?	**Yes:**	22	88.00%	**No:**	3	12.00%			
2.b1	If yes, what is the standard?	**Fed:**	1	4.55%	**Agency:**	16	72.73%	**Base:**	5	22.73%
2.c	Do you have a working group for this purpose?	**Yes:**	22	88.00%	**No:**	3	12.00%			
2.d	Does your working group encompass these entities?									
2.d1	Command Representative	**Yes:**	22	100.00%	**No:**	0	0.00%			
2.d2	Engineers/Public Works	**Yes:**	21	95.45%	**No:**	1	4.55%			
2.d3	Environmental Protection	**Yes:**	22	100.00%	**No:**	0	0.00%			
2.d4	Public Affairs	**Yes:**	20	90.91%	**No:**	2	9.09%			
2.d5	Communication	**Yes:**	21	95.45%	**No:**	1	4.55%			
2.d6	Legal	**Yes:**	21	95.45%	**No:**	1	4.55%			
2.d7	Security and/or Police	**Yes:**	22	100.00%	**No:**	0	0.00%			
2.d8	Medical	**Yes:**	20	90.91%	**No:**	2	9.09%			
2.d9	Fire Protection	**Yes:**	21	95.45%	**No:**	1	4.55%			
2.e	Frequency the plan is exercised?	**Ann:**	17	77.27%	**Semi:**	2	9.09%	**Oth:**	3	13.64%
2.f	Are after-action reports prepared?	**Yes:**	19	86.36%	**No:**	3	13.64%			
2.g	Has the plan been implemented over the past three years?	**Yes:**	20	80.00%	**No:**	5	20.00%			
2.g1	On which occasion(s)?	**Pre '00:**	1	5.26%	**2000:**	2	10.53%	**2001:**	16	84.21%
2.h	Does the plan include specific roles and responsibilities for civilian police officers and/or security guards?	**Yes:**	18	72.00%	**No:**	7	28.00%			

2.i'	Do civilian police officers or security guards participate in installation preparedness exercises?	**Yes:**	20	80.00%	**No:**	5	20.00%		
2.i1	When was the last exercise conducted?	**2000:**	2	10.00%	**2001:**	12	60.00%	**2002:**	6 30.00%
3	**Legal Issues**								
3.a	Are the physical boundaries of the installation clearly defined for police and security guard forces?	**Yes:**	25	100.00%	**No:**	0	0.00%		
3.b	Is/are the type(s) of jurisdiction on your installation(s) clearly understood?	**Yes:**	24	96.00%	**No:**	1	4.00%		
3.b1	Check the types found:	**Exc:**	18	72.00%	**Conc:**	19	76.00%	**Prop:**	9 36.00%
3.c	Does your office provide recurring legal training to the police and/or security forces at your installation?	**Yes:**	16	64.00%	**No:**	9	36.00%		
3.c1	Frequency	**Ann:**	13	81.25%	**Semi:**	1	6.25%	**Oth:**	2 12.50%
3.c2	Last date training was provided?	**Pre '01:**	1	12.50%	**2001:**	1	12.50%	**2002:**	6 75.00%
4	**Human Resource Issues**								
4.a	To your knowledge, have your police officers or security guards filed legal actions, union grievances, or OPM appeals on any of these topics in the past three years?								
4.a1	Disparity in pay between series GS-0083 and GS-0085	**Yes:**	1	5.00%	**No:**	24	16.44%		
4.a2	Physical fitness as a job element	**Yes:**	0	0.00%	**No:**	25	17.12%		
4.a3	LEO coverage for "early" retirement	**Yes:**	1	5.00%	**No:**	24	16.44%		
4.a4	Opportunities for training	**Yes:**	2	10.00%	**No:**	23	15.75%		
4.a5	Position classifications	**Yes:**	4	20.00%	**No:**	21	14.38%		
4.a6	Other	**Yes:**	2	10.00%	**No:**	23	15.75%		
4.b	If so, have they been resolved?	**Yes:**	6	60.00%	**No:**	4	40.00%		
4.c	If so, did the resolution(s) result in changes in policy, procedure, or standards?	**Yes:**	4	66.67%	**No:**	2	33.33%		
5	**Police Operations**								
5.1	**Personnel Assigned**								
5.1a	GS-0083	**Tot:**	470	18.40%	**Avg:**	19			
5.1b	GS-0085	**Tot:**	371	14.52%	**Avg:**	15			
5.1c	Military LE/Security	**Tot:**	651	25.48%	**Avg:**	26			

5.1d	Auxiliaries	**Tot:**	546	21.37%	**Avg:**	22				
5.1e	Reserves/IMA	**Tot:**	517	20.23%	**Avg:**	21				
5.2	**Complaints**									
5.2a	Have <u>internal or external</u> complaints of **improper conduct** by your *military* law enforcement or security personnel been received over the past three years?	**Yes:**	5	20.00%	**No:**	20	80.00%			
5.2a1	Were any attributed to a <u>lack</u> of training?	**Yes:**	0	0.00%	**No:**	5	100.00%			
5.2a2	Were any attributed to <u>inadequate</u> training?	**Yes:**	1	20.00%	**No:**	4	80.00%			
5.2b	Have <u>internal or external</u> complaints of **improper conduct** by *civilian* police or security guards been received over the past three years?	**Yes:**	5	20.00%	**No:**	20	80.00%			
5.2b1	Were any attributed to a <u>lack</u> of training?	**Yes:**	0	0.00%	**No:**	5	100.00%			
5.2b2	Were any attributed to <u>inadequate</u> training?	**Yes:**	2	40.00%	**No:**	3	60.00%			
5.3	**Liability and Actions**									
5.3a	Have civilian police officers or security guards discharged their firearms in response to an incident in the past three years?	**Yes:**	1	4.00%	**No:**	24	96.00%			
5.4	**Operations & Resources**									
5.4a	If you have security guards only, why do you have them vice police officers?	**Mission:**	5	83.33%	**Mis/Econ:**	1	16.67%			
5.4b	If you have police officers only, why do you have them vice security guards?	**Mission:**	8	66.67%	**Mis/Econ:**	4	33.33%			
5.4c	If you have both police officers and security guards, why?	**Mission:**	5	71.43%	**Mis/Econ:**	1	14.29%	**Policy:**	1	14.29%
5.4d	Did military members perform the duties previously?	**Yes:**	11	44.00%	**No:**	14	56.00%			
5.4d1	When did the change occur?	**Pre '90:**	3	27.27%	**1990s:**	7	63.64%	**2000s:**	1	9.09%
5.4d2	Why did the change occur?	**Draw-down**	3	27.27%	**Mission:**	7	63.64%	**Sec. Incid:**	1	9.09%
5.4e	Do police officers and security guards have like missions?	**Yes:**	5	71.43%	**No:**	2	28.57%			

ID	Question									
5.4f	Are your civilian police officers/security guards trained to perform essential law enforcement and security functions if military members are deployed?	**Yes:**	9	36.00%	**No:**	16	64.00%			
5.4g	Is the amount of training proportional between civilian police officers/security guards and the military law enforcement personnel?	**Yes:**	5	35.71%	**No:**	3	21.43%	**No Ans:**	5	35.71%
5.4g1	If no, why not?	**Funding:**	1	7.14%	**No Ans:**	13	92.86%			
5.4h	Is the amount of training you provide for initial, refresher, and career progression proportional between your civilian police officers and security guards?	**Yes:**	3	12.00%	**No:**	1	4.00%	**No Ans:**	4	
5.4h1	If no, why not?	**Job Req:**	2	25.00%	**No Ans:**	6	75.00%			
5.5	**Training Oversight**									
5.5a	Do you have a written policy directing training for civilian police officers and/or security guards at your installation?	**Yes:**	21	84.00%	**No:**	4	16.00%			
5.5b	Have you adopted a standard training program for civilian police officers and security guards?	**Yes:**	21	84.00%	**No:**	4	16.00%			
5.5b1	What is the training program?	**Agency:**	14	66.67%	**In-House:**	7	33.33%			
5.5b2	What is the basis for the training standard?	**Agency Reg:**	20	95.24%	**No Ans:**	1	4.76%			
5.5c	Are internal safeguards and management controls in place to ensure all components of training are provided to your police officers and security guards?	**Yes:**	20	80.00%	**No:**	5	20.00%			
5.5c1	If yes, what are they?	**HQ Rev:**	4	20.00%	**Loc Rev:**	7	35.00%	**Montor**	9	45.00%
5.5d	Is your training validated from outside your organization?	**Yes:**	14	56.00%	**No:**	11	44.00%			
5.5d1	If yes, by whom? (i.e. legal office, installation training office, a higher headquarters)	**HQ Trn:**	4	20.00%	**Ins. Team:**	7	35.00%	**Office:**	9	45.00%

6	**Credential Validation**									
6.a	When hiring police officers or security guards, do you require them to take entry-level training made available by you regardless of previous training (i.e. Army MP, Air Force SP, Navy MA, or civilian police)?	**Yes:**	23	92.00%	**No:**	2	8.00%			
6.a1	If not, is their previous training evaluated to ensure it is commensurate with the duties they will perform?	**Yes:**	1	50.00%	**No:**	1	50.00%			
6.b	When presented with a certificate of training from a previous training academy, does your staff validate it?	**Yes:**	12	48.00%	**No:**	13	52.00%			
6.c	Have you found any prospective employee possessing fraudulent training certificates or other professional credentials?	**Yes:**	1	4.00%	**No:**	24	96.00%			
6.d	Have you ever released a new employee or declined to select a prospective employee based on fraudulent credentials?	**Yes:**	2	8.00%	**No:**	23	92.00%			
7	**TRAINING OFFICER**									
7.1	**Training continuum**									
7.1a	Do you have in-house trainers?	**Yes:**	24	96.00%	**No:**	1	4.00%			
7.1b	Are your trainers certified?	**Yes:**	23	95.83%	**No:**	1	4.17%			
7.1b1	By whom?	**ASLET:**	4	17.39%	**State:**	10	43.48%	**Oth:**		8 34.78%
7.1c	What publications or references do you use in preparing your training?	**Mil:**	21	87.50%	**Fed:**	15	62.50%	**St./Loc** **AdHoc** [1]	12 5	52.17% 21.74%
7.1d	Do you send you civilian police officers and/or security guards to the military law enforcement training schools?	**Yes:**	12	48.00%	**No:**	13	52.00%			
7.1e	What recurring training is provided for civilian police officers or security guards and at what frequency?									
7.1e1	Weapons proficiency?	**Yes:**	24	96.00%	**No:**	1	4.00%			
7.1e1a	Frequency	**Ann:**	18	75.00%	**Semi:**	5	20.83%	**Oth:**	1	4.17%
7.1e2	Physical fitness proficiency?	**Yes:**	8	32.00%	**No:**	17	68.00%			
7.1e2a	Frequency	**Ann:**	8	100.00%	**Semi:**	0	0.00%			
7.1e3	Theory of Use of Force?	**Yes:**	22	88.00%	**No:**	3	12.00%			

ID	Question	Opt1	Count	%	Opt2	Count	%	Opt3	Count	%
7.1e3a	Performance of less than deadly force techniques?	**Yes:**	18	72.00%	**No:**	7	28.00%			
7.1e3b	Frequency	**Ann:**	9	50.00%	**Semi:**	2	11.11%	**Oth:**	7	38.89%
7.1e4	Law and legal issues?	**Yes:**	18	72.00%	**No:**	7	28.00%			
7.1e4a	Frequency	**Ann:**	14	77.78%	**Semi:**	1	5.56%	**Oth:**	2	11.11%
7.1e5	Defensive tactics?	**Yes:**	15	60.00%	**No:**	10	40.00%			
7.1e5a	Frequency	**Ann:**	12	80.00%	**Semi:**	0	0.00%	**Qtr:**	1	6.67%
7.1f	Who provides the majority of the training at these levels?									
7.1f1	Basic entry-level?	**Academy**	3	13.04%	**In House:**	20	86.96%			
7.1f2	Career development?	**Academy**	6	40.00%	**In House:**	9	60.00%			
7.1f3	Recurring training?	**Academy**	5	22.73%	**In House:**	17	77.27%			
7.1g	Do you provide organization-specific training for civilian police officers or security guards trained outside your organization?	**Yes:**	16	64.00%	**No:**	9	36.00%			
7.1h	Do you have a list of tasks that your police officers and security guards are supposed to be trained on?	**Yes:**	22	88.00%	**No:**	3	12.00%			
7.1h1	Is there a corresponding standard that describes what level the task is to be trained to?	**Yes:**	15	68.18%	**No:**	7	31.82%			
7.1h2	Do you differentiate between knowledge based and performance based standards?	**Yes:**	16	72.73%	**No:**	6	27.27%			
7.1h3	When evaluating proficiency, do you use established checklists for the performance items?	**Yes:**	11	50.00%	**No:**	11	50.00%			
7.1h4	When evaluating proficiency, do you use established tests for knowledge-based items?	**Yes:**	15	68.18%	**No:**	7	31.82%	**NA:**		
7.1h5	If yes, who establishes the standard (i.e. training officer, chief of police/commander, headquarters, Outside source)?	**Agency:**	4	26.67%	**Instal:**	10	66.67%	**Out-Side:**	1	6.67%
7.1h6	Is there an established training plan in your organization that shows what tasks each police officer or security guard will be trained on over a year period?	**Yes:**	16	64.00%	**No:**	9	36.00%			
7.1i	Have you tracked the training provided to police officers and /or security guards during the last three calendar years?	**Yes:**	19	76.00%	**No:**	6	24.00%			
7.1i1	Is it in an automated format?	**Yes:**	6	24.00%	**No:**	19	76.00%			

7.1i1a	If no, is it kept in a personal training folder?	**Yes:**	15	78.95%	**No:**	4	21.05%			
7.2	**Train for Threats and Emergency Operations**									
7.2a	Are civilian police officers and security guards trained as first responders for major threat and emergency situations for your installation?	**Yes:**	20	80.00%	**No:**	5	20.00%			
7.2a1	What publications or references do you follow?	**Agency Policy:**	14	77.78%	**Local Policy:**	2	11.11%	**St./Loc Policy:**	2	11.11%
7.2b	Do you train to respond to a threat scenario, general response, or both?	**Threat Scenario:**	3	12.00%	**Gen. Response:**	3	12.00%	**Both:**	16	64.00%
7.2c	Do you conduct specialized or additional training for your police officers and/or security guards in advance of exercises?	**Yes:**	13	65.00%	**No:**	7	35.00%			
7.2d	Do you train jointly with others?	**Yes:**	18	72.00%	**No:**	7	28.00%			
7.2d1	Fire Dept; Medical; Ord. Disp; Other	**Fire Dept:**	17	68.00%	**Med:**	12	48.00%	**OrdDis Oth**	11 2	44.00% 8.00%
7.2d2	Federal LE; State LE; Local LE; Other	**Fed LE:**	10	40.00%	**St. LE**	11	44.00%	**Loc: Oth**	11 3	44.00% 12.00%
7.2e	Is the training for emergency response documented?	**Yes:**	14	56.00%	**No:**	11	44.00%			
7.2f	Have these exercises identified skill shortfalls for civilian police officers or security guards?	**Yes:**	14	70.00%	**No:**	6	30.00%			
7.2f1	Is specific training given to resolve identified shortfalls?	**Yes:**	11	78.57%	**No:**	3	21.43%			

(1) One installation reported using Ad Hoc only.

Appendix I. DoD Profile

The survey results reflect the following overall profile for DoD civilian police officers and security guards.

Command and Staff Survey

- The average installation employed 23 civilian police officers and 15 security guards (38 total) at the time they completed our survey questionnaire (February through March 2002), representing a 192 percent increase since October 1, 2001, the date used for our sample.

- The police officer/security guard composition reported was:

  - 11 installations (44 percent) employed police officers only;

  - 6 installations (24 percent) employed security guards only;

  - 8 installations (32 percent) employed both police officers and security guards--5 of the installations (62.5 percent) reported having like mission for police officers and security guards.

- All the installations reported using civilian police officers and security guards (whether police officers only, security guards only, or both) for either mission reasons or combined mission and economic reasons.

- 11 installations (44 percent) reported that military personnel previously performed the duties that civilian police officers and security guards now perform, with the changeovers occurring before 1990 (27.27 percent), during the 1990s (63.64 percent), or during the 2000s (9.09 percent). The changeovers occurred primarily from military downsizing (27.27 percent), or mission changes (63.64 percent) (which appear related to military downsizing).

- 21 installations (84 percent) had local policy establishing minimum training for civilian police officers and security guards.

- 16 installations (64 percent) had recurring legal training for civilian police officers and security guards, either annually (81.25 percent), semi-annually (6.25 percent), or based on an identified need (12.5 percent).

- Police officers and security guards at the installations filed 10 grievances (legal action, union grievance, or OPM appeal) in the last 3 years, including 2 grievances involving training issues. Six grievances (60 percent) had been resolved. Four resolutions (66.67 percent) resulted in revised policy, procedure, or standard.

- 5 installations (20 percent) had received internal or external complaints against *military* law enforcement or security personnel during the last 3 years. One complaint (20 percent) was attributed to inadequate training.

- 5 installations (20 percent) received internal or external complaints against *civilian* police officers or security guards during the last 3 years. Two complaints (40 percent) were attributed to inadequate training.

- Only one police officer at one installation (4 percent) discharged a firearm during the last 3 years. The discharge was ruled to have been "appropriate."

- 9 installations (36 percent) reported that they train civilian police officers and security guards to perform essential law enforcement functions during a military deployment.

- 5 installations (35.71 percent) reported proportionate training between *civilian* and *military* law enforcement personnel.

- 3 of 8 installations (37.5 percent) with both police officers and security guards reported proportionate training between the two.

- 21 installations (84 percent) reported having policy directing training for civilian police officers and/or security guards.

- 21 installations (84 percent) reported having standard training programs for civilian police officers and security guards.

- 20 installations (80 percent) reported having internal safeguards and management controls to ensure the training.

- 14 installations (56 percent) reported having "outside" training program validation.

- 23 installations (92 percent) reported requiring their own entry-level training for civilian police officers and security guards, regardless of previous training.

- 1 installation (50 percent) **not** requiring the installation's entry-level training reported validating previous training.

- 3 installations (12 percent) reported finding prospective employees with fraudulent credentials, or declining to hire or releasing a new employee based on fraudulent credentials.

- 24 installations (96 percent) reported having in-house trainers.

- 23 installations (95.83 percent) reported having "*certified*" trainers.

- 12 installations (48 percent) reported sending civilian police officers and/or security guards to military law enforcement training schools.

- 1 installation (an Air Force Reserve Command station) uses the Air Force training requirements for military personnel (with some modification), requiring the civilian police officers and security guards to attend Air Force Security Forces training at Lackland Air Force Base, Texas.

- Installations reported recurring training in the following areas:

  - Weapons Proficiency—24 installations (96 percent)

  - Physical Fitness Proficiency—8 installations (32 percent)

  - Use of Force Theory—22 installations (88 percent)

  - Less than Deadly Force Techniques—18 installations (72 percent)

  - Law and Legal Issues—18 installations (72 percent)

  - Defensive Tactics—15 installations (60 percent)

- Installations reported *in-house* training as follows:

  - Basic training--20 installations (80 percent).

  - Career Development training—9 installations (60 percent)

  - Recurring training—17 installations (77.27 percent)

- 22 installations (88 percent) reported having a "list of tasks" on which police officers and security guards are supposed to be trained.

- 15 installations (68.18 percent) reported having a corresponding performance standard for the training.

- 16 installations (72.73 percent) reporting distinguishing between knowledge-based and performance-based training standards.

- 11 installations (50 percent) reported using "checklists" in measuring proficiency in task performance.

- 15 installations (68.18 percent) reported using "established tests" in measuring knowledge-based proficiency.

- 16 installations (64 percent reported having established training plans showing the tasks on which police officers and/or security guards will be trained during the year.

- 19 installations (76 percent) reported tracking their training for civilian police officers and/or security guards over the last 3 calendar years.

  - 6 installations (24 percent) reported having automated systems.

  - 15 installations (78.95 percent) reported keeping information in personal training folders

- 20 installations (80 percent) reporting training police officers and/or security guards as first responders in major threats and emergencies.

- 13 installations (65 percent) reported conducting specialized or additional training for police officers and/or security guards before training exercises.

- 14 installations (70 percent) reported identifying skill shortfalls for civilian police officers or security guards during training exercises, with 11 installations (78.57 percent) reporting specific training to resolve the skill shortfalls identified.

Employee Survey

- 33.3 percent (42.4 percent of police officers and 19.7 percent of security guards) graduated from a police academy prior to their current jobs;

  - 18.0 percent from a civilian police academy;[1]

  - 3.9 percent from a Federal training program (either FLETC or the Veterans Administration training program);

  - 9.2 percent from a military training school;

  - 2.0 percent from an educational institution (generally a community college) training program; and

  - 0.3 percent from other sources, such as a hospital consortium training program;

- on average, police officers and security guards have been in their current positions 9 years and graduations from a police academy were 10 years before the current position (19 years ago total);

  - police officers have been in their current positions 7 years with police academy graduations 9 years earlier (16 years ago total);

  - security guards have been in their current positions 11 years with police academy graduations 13 years earlier (24 years ago total);

- on average, DoD police officers and security guards have law enforcement experience totaling 15 years (9 years in current positions and 6 years as a police officer or security guard (military and/or civilian) prior to the current positions);

  - police officers have 13 years experience (7 current job and 6 previous);

  - security guards have 16 years experience (11 current job and 5 previous);

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[1] As noted previously, Federal jurisdiction, authority and other areas involve substantially more complexity than a State or local law enforcement officer would encounter. As a result, civilian police academy training might not *fully* prepare a Federal police officer or security guard for Federal law enforcement duties. However, it is clearly preferable to have police officers and security guards with civilian police academy training that to rely on OJT, supplemented with formal training only as time and funds allow.

- in calendar year 2001, the average police officer and security guard had training totaling 54 hours, including basic training, firearms qualification time, and "guardmount" training;[2]

  - 59 hours for police officers; and

  - 45 hours for security guards;

  - excluding basic training time, which generally would apply only to new hires (except for firearms qualification time), the average training time for both recurring refresher training and career development training was 30 hours (the same for both police officers and security guards.)

- 14.1 percent (9.7 percent of police officers and 20.8 percent of security guards) are subject to continuing physical fitness (PT) testing;

  - most (72.1 percent) are tested *annually*;

  - the remainder are tested semiannually;

  - the Army is the only DoD component with a *recurring* medical screening and physical agility testing requirement—under labor union agreement, the requirement does not generally apply to officers hired prior to 1987;

- 85.9 percent (92.8 percent of police officers and 78.7 percent of security guards) are not subject to recurring PT tests, either medical screening or physical agility testing;

- although all installations reported having training programs--

  - 16 percent of the employees (18.3 percent of police officers and 12.5 percent of security guards) reported that their installations did not have *basic training programs*;

  - 20.6 percent of the employees (25.8 of police officers and 40.3 percent of security guards) reported that their installations did not have recurring *refresher training programs*;

  - 65.4 percent of the employees (69.9 percent of police officers and 58.3 percent of security guards) reported that their installations did not have *career development training programs*;

- employees reported that after they were hired, they were assigned to law enforcement duties without training on--

  - weapons (weapons qualification)—6.2 percent (6.5 percent of police officers and 5.8 percent of security guards);

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2 "Guardmount training" is a military term generally used to denote time that supervisors use in instructing subordinates, individually or as a group, after they report for work and before they begin duty assignments. The instruction may be oral or material handouts for subsequent reading.

- use of force—11.4 percent (14.5 percent of police officers and 6.7 percent of security guards)

- limits on jurisdiction and authority—10.5 percent (12.4 percent of police officers and 7.5 percent of security guards);

- potential liabilities—17.6 percent (19.4 percent of police officers and 15.0 percent of security guards);

- since assuming their current positions, employees reported they have not been trained on—

    - their authority to carry and use a weapon—6.9 percent (6.5 percent of police officers and 7.5 percent of security guards);

    - weapon safety—2.9 percent (3.2 percent of police officers and 2.5 percent of security guards);

    - their authority to use force—5.2 percent (5.4 percent of police officers and 5.0 percent of security guards);

    - use of force (that used demonstrations)—16.0 percent (17.7 percent of police officers and 13.3 percent of security guards);

    - their roles during an emergency—18.6 percent (22.6 percent of police officers and 12.5 percent of security guards);

    - self protection methods and techniques—16.3 percent (17.7 percent of police officers and 14.2 percent of security guards);

    - driving emergency vehicles—28.4 percent (28.5 percent of police officers and 28.3 percent of security guards);

    - controlling traffic—29.7 percent (33.3 percent of police officers and 24.2 percent of security guards);

    - making traffic stops—25.8 percent (26.9 percent of police officers and 24.2 percent of security guards);

- 45.1 percent of the employees (55.9 percent of police officers and 28.3 percent of security guards) reported they did not believe they had been adequately trained to do their jobs;

- 30.6 percent of the employees (25.3 percent of police officers and 8.3 percent of security guards) reported they were aware of another employee who had been permitted to continue duties after not satisfactorily completing training; and

- 3.3 percent (4.8 percent of police officers and 0.8 percent of security guards) believed their positions gave them authority to carry a weapon when not on duty.

Appendix J. Actual Police Training Results of Categorization Efforts

I.   **Understanding Jurisdiction, Authority and Potential Liability**

    A.   **Jurisdiction**
        1.   Exclusive Federal Jurisdiction
        2.   Concurrent Federal and State Jurisdiction
        3.   Partial Federal Jurisdiction
        4.   Proprietary Federal Jurisdiction

    B.   **Authority**
        1.   To Protect Personnel, Property and Equipment
        2.   To Maintain Law and Order
        3.   To Protect Officials and Representatives
        4.   Authority Under the Assimilative Crimes Act
        5.   Limitations Under Posse Commitatus

    C.   **Liability**
        1.   Operating Under the Color of Law
        2.   Incurring Government and/or Personal Liability

    D.   **Sharing Responsibility with Other Law Enforcement Organizations**
        1.   Recognizing Other Jurisdiction and Authority
        2.   Conducting joint operations
            a.   Agency with primary jurisdiction
        3.   Referring Cases to Other Law Enforcement Organizations

II.   **Understanding Individual Rights and Recognizing Criminal Conduct**

    A.   **Constitutional Rights and Privileges/Civil Rights**

    B.   **Criminal Law—UCMJ and U.S. Code**
        1.   The Federal court system
        2.   The Uniform Code of Military Justice System

    C.   **Civil Law**

    D.   **Vehicle and Traffic Law/Property Rules**

    E.   **Exclusions**
        1.   Diplomatic Immunity
        2.   Juvenile Rights and Privileges

III.   **Maintaining Skill, Integrity, Professionalism and Safety**

    A.   **Ethics and Standards of Conduct**

    B.   **Integrity and Professionalism/Interpersonal Communications**
        1.   Recognizing cultural diversity and perspective

2.   Managing and resolving conflict
3.   Managing aggressive behavior/anger
4.   Dealing with sexual harassment
5.   Obstacles to effective communication - Americans With Disabilities Act
     a.   Dealing with people with Alzheimer's Disease
     b.   Dealing with hearing impaired people
     c.   Dealing with people with mental illnesses
     d.   Dealing with other impaired people

C.   **Qualifying With Weapons**
1.   Handguns
2.   Shotguns
3.   Other weapons

D.   **Operating Motor Vehicles**
1.   Routine driving
2.   Pursuit driving
3.   Defensive driving

E.   **Maintaining Health and Fitness**
1.   Physical Fitness
2.   Stress Management
3.   Dealing with Infectious Diseases
4.   Dealing with Hazardous Materials
5.   Dealing with HIV and AIDS

F.   **Handling Medical Emergencies / Administering First Aid**

G.   **Using Computers and Other Equipment**

IV.   **Conducting Law Enforcement Operations**

A.   **Maintaining Effective Station Operations and Community Relations**

B.   **Safeguarding Physical Security**
1.   Controlling Entry/Exit
2.   Responding to alarms and threats

C.   **Conducting Patrols/Enforcing Traffic Laws and Property Rules**
1.   Directing and controlling traffic
2.   Investigating vehicle accidents
3.   Performing Vehicle Stops
     a. Approaching stopped vehicles
     b. Conducting vehicle searches
     c. Conducting field sobriety tests
4.   Radio Communications

D.   **Responding to Incidents**
1.   Entering and Searching Buildings/Facilities
2.   Dealing with Murder/Assault Incidents

3.   Dealing with Sex Offense Incidents
4.   Dealing with Domestic/Family Violence Incidents
5.   Dealing with Child Neglect/Abuse Incidents
6.   Dealing with Bomb/Explosion Incidents
7.   Dealing with Hostage Incidents
8.   Dealing with Sniper Incidents
9.   Dealing with Weapons of Mass Destruction Incidents
10.   Dealing with Terrorist Incidents
11.   Dealing with Contemporary Violence Group Incidents
12.   Dealing with Narcotics Incidents
13.   Dealing with Downed/Disabled Officer Incidents
14.   Dealing with Crowd Control Needs/Incidents
15.   Dealing with Robbery/Theft Incidents
16.   Dealing with Abnormal Behavior
17.   Dealing with Other Incidents

E.   **Escorting and Protecting Officials**

F.   **Assisting Victims and Witnesses**
1.   Rights notification

G.   **Conducting Investigations/Collecting and Preserving Evidence**
1.   Rules of evidence
2.   Protecting and processing crime scenes
3.   Conducting interviews/interrogations
4.   Checking criminal histories
5.   Obtaining and Executing Warrants/Search and Seizure
6.   Using Informants/Sources
7.   Taking and Retaining Investigative/Law Enforcement Notes
8.   Gathering and Using Criminal Information/Intelligence

H.   **Apprehending and Arresting/Detaining Suspects/Offenders**
1.   Self Defense/Protection/Survival Techniques
2.   Use of force/Force continuum
    a. Non-lethal Responses
    b. Lethal Responses
3.   Rights Notifications
4.   Suicide and Death Notification

I.   **Transporting and Processing Suspects/Offenders**
1.   Transporting suspects/offenders
2.   Fingerprinting offenders
3.   Preparing forms and reports

J.   **Handling Juveniles**
1.   As Witnesses
2.   As Suspects/Offenders

K.   **Prosecuting Offenders**
1.   Dealing with Prosecutors

2. Dealing with Grand Juries
3. Dealing with Defense Attorneys
4. Testifying in Court

    L.   Preventing Crime (Programs and Activities)

V.   Protecting Law Enforcement Information

    A.   Security Classification and Handling Procedures

    B.   Safeguarding Police Sensitive Information

Appendix K. Army Lesson Plan That Resulted From 1996 Job Task Analysis

The United States Army Military Police School (USAMPS) surveyed Army civilian police officers and security guards using 227 tasks presented as "closed-ended questions" in questionnaire format, and then analyzed the results for those tasks where 30 percent or more of the survey participants responded. Of the 227 tasks, 98 emerged as common to all Army Major Commands. USAMPS concluded that these 98 tasks were the minimum tasks required to perform civilian police officer and security guard duties in the Army. USAMPS then developed training lesson plans based on the task analysis. These data are summarized below.

Category	Total Tasks	Common Tasks	
		No.	%
Law Enforcement Tasks	63	61	96.83%
MP Station Operation Tasks	24	10	41.67%
Physical Security Tasks	50	17	34.00%
MP Investigation Tasks	35	3	8.57%
Traffic Accident Investigation Tasks	16	7	43.75%
Law Enforcement Administration Tasks	35	0	0.00%
First Aid/Safety Tasks	4	0	0.00%
Total	**227**	**98**	**43.17%**

Lesson Plans

Lesson plans for basic, law enforcement/security, and supervisory skills (Tables B-1 through B-3) listed by [Plan of Instruction] POI file number.

Table B-1. Basic Skills

	Lesson/Task Number	Lesson/Task Title
Chapter 1 First Aid	FA 105	Perform First Aid to Prevent or Control Shock
	FA 107	Perform First Aid for Burns
	FA 108	Perform First Aid for Heat Injuries
	FA 125	Perform First Aid for an Open Abdominal Wound
	FA 126	Perform First Aid for an Open Chest Wound
	FA 133	Perform First Aid for an Open Head Wound
	FA 134	Perform First Aid for a Suspected Fracture
	FA 145	Perform First Aid for Cold Injuries
	FA 311	Control Bleeding

		M9 Pistol
Chapter 2 **Weapons**	WH 430	Perform Operator Maintenance on an M9 Pistol
	WH 432	Conduct Loading, Unloading, and Malfunction Procedures on an M9 Pistol
	WH 450	Engage Targets with an M9 Pistol
		M249 Machine Gun
	WH 446	Perform Operator Maintenance on an M249 Machine Gun (SAW)
	WH 456	Engage Targets with an M249 Machine Gun
		M60 Machine Gun
	WB 210	M60 Machine Gun
		M16A1/A2 Rifle
	WB 208A	M16 Zeroing/Group Exercise
		12-Gage Shotgun
	WHH 200	Fire the 12-Gage Shotgun
Chapter 3 **NBC**	NB 100	Nuclear, Biological, and Chemical (NBC) Defense
	NB 101	Protect Yourself from NBC Injury/Contamination with the Appropriate Mission-Oriented Protective Posture (MOPP)
	NB 102	React to a Chemical or Biological Hazard or Attack

Table B-2. Law Enforcement/Security Skills

	Lesson/Task Number	Lesson/Task Title
Chapter 1 **Unarmed Self-Defense**	LH 632	Use Unarmed Self-Defense Techniques
	LH 634	Use the MP Club to Subdue a Suspect
Chapter 2 **Searches**	LH 646	Determine if a Search and Seizure is Authorized
	LH 648	Select Type of Body Search to Perform
	LH 650	Perform a Stand-Up Search or a Frisk (Pat Down)
	LH 652	Perform a Prone Search
	LH 654	Perform a Wall Search
	LH 656	Search a Building
	LH 658	Search a Vehicle
Chapter 3 **Law Enforcement** **Operations**		**Reports and Forms**
	LH 620	Prepare DD Form 1920 (Alcoholic Influence Report)
	LH 622	Prepare DA Form 3975 (Military Police Report)
	LH 624	Prepare DA Form 2823 (Sworn Statement)
	LH 686	Prepare DA Form 4137 (Evidence/Property Custody Document)
		Patrol Activities
	LH 206	Apprehension and Search
	LH 210	Military Police Information and Interviews
	LH 630	Record Police Information
	LH 636	Secure an Offender with Hand Irons
	LH 638	Determine the Level of Force Required
	LH 644	Apprehend a Subject

	LH 660	Transport Offenders
	LH 662	Identify Evidence/Contraband
	LH 664	Collect Evidence
	LH 666	Conduct Interviews
	LH 668	Advise Suspect of Article 31—Miranda Rights
	LH 670	Protect a Crime Scene
	LH 696	Interpersonal Communication Skills
	VH 450	Perform Preventive Maintenance Checks and Services (PMCS)
	Patrol Incidents	
	LH 400	Patrol Incidents
	LH 674	Process a Drunk Driver
	LH 676	Respond to a Bomb Threat
	LH 678	Respond to a Domestic Disturbance
	LH 680	Respond to an Alarm
	LH 682	Respond to a Hostage Situation
	LH 688	Respond to a Suspected Rape Report
	Traffic Operations	
	LH 640	Use Hand and Arm Signals to Direct Traffic
	LH 642	Enforce Traffic Regulations
	LH 672	Secure the Scene of a Traffic Accident
Chapter 4 Physical Security	PS 102	Employ Physical Security Measures
	PS 105	Implement Basic Measures to Reduce Your Vulnerabilities to Terrorist Acts/Attacks
	PS 106	Implement Measures to Reduce Your Unit's Personnel and Equipment Vulnerabilities to Terrorist Acts/Attacks
	SH 202	Physical Security
	ST 1225	Employ Intrusion Detection System (IDS)
	ST 1230	Personnel Identification and Control Procedures
	ST 1240	Evaluate Package, Material, and Vehicle Control Procedures
Chapter 5 Civil Disturbance	LB 208	Civil Disturbance
	LH 626	Use a Riot Baton
	LH 628	Position Yourself in Riot Control Formations
Chapter 6 MP Station Operations	LB 214	Process Offenders
	LB 216	Military Police Records and Forms
	LH 234	Juveniles
	LW 206	Patrol Planning
	LW 212	Duties of Military Police Operations Sergeant
	TD 969	Police Intelligence Operations (PIO)

	Lesson/Task Number	Lesson/Task Title
Chapter 7 **Investigations**	IA 115	Evidence Procedures
	IK 202	Investigative Photography
	IK 212	Larceny, Burglary, and Housebreaking
	IK 218	Process Fingerprint Evidence
	IK 220	Techniques of Crime Scene Processing
	LB 212	Interviews and Interrogations
	ZA 105	Authority and Jurisdiction
	ZA 109	Confessions and Admissions
	ZK 206	Crimes

Table B-3. Supervisory Skills

	Lesson/Task Number	Lesson/Task Title
Chapter 1 **MP-Station Operations**	GW 288	Duty Roster
	IA 103	Military Police Investigations
	IA 121	Interviews and Interrogations
	LA 105	Provost Marshal Administration and Automation
	LA 113	Desk Operations
	LA 703	Introduction to Provost Marshal Operations
	ZA 107	Search and Seizure
	ZA 111	Crimes
Chapter 2 **Traffic-Section Operations**	LA 123	Traffic Management
Chapter 3 **Physical-Security Operations**	GC 1250	Plan for a Bomb Incident
	GK 208	Introduction to Terrorism
	PS 103	Develop Unit Physical Security Plan
	SA 101	Terrorist Operations
	SA 129	Physical Security
	SC 1205	Physical Security
	ST 1205	Identify Physical Security Threats
	ST 1220	Employ Perimeter Barriers and Protective Lighting
	ST 1235	Establish Lock and Key Control Procedures
	ST 1245	Supervise Physical Security-Force Operations
	ST 1255	Write/Review Physical Security Plans
	ST 1270	Bomb-Threat Contingency Planning
	ST 1275	Evaluate Physical Security Requirements for Facility Inspection/Risk Analysis
	ST 1285	Conduct Physical Security Inspections/Surveys
	ST 1300	Review Security Management System
Chapter 4 **Civil-Disturbance Operations**	LW 400	Conduct Platoon Riot-Control Formations
	SA 115	Civil-Disturbance Operations

Tasks

Tasks for basic, law enforcement/security, and supervisory skills (Tables C-1 through C-3) lesson plans, listed by task number.

Table C-1. Basic Skills

	Lesson/Task Number	Lesson/Task Title
Chapter 1 **First Aid**	081-831-1000	Evaluate a Casualty
	081-831-1005	Prevent Shock
	081-831-1007	Give First Aid for Burns
	081-831-1008	Give First Aid for Heat Injuries
	081-831-1009	Give First Aid for Frostbite
	081-831-1016	Put on a Pressure Dressing
	081-831-1017	Put on a Tourniquet
	081-831-1025	Apply a Dressing to an Open Abdominal Wound
	081-831-1026	Apply a Dressing to an Open Chest Wound
	081-831-1033	Apply a Dressing to an Open Head Wound
	081-831-1034	Splint a Suspected Fracture
	081-831-1045	Perform First Aid for Cold Injuries
Chapter 2 **Weapons**	**M9 Pistol**	
	071-004-0001	Perform Operator's Maintenance on an M9 Pistol
	071-004-0003	Operate an M9 Pistol
	071-004-0006	Engage Targets with an M9 Pistol
	M249 Machine Gun	
	071-010-0006	Engage Targets with an M249 Machine Gun
	071-312-4025	Maintain an M249 Machine Gun
	071-312-4027	Load an M249 Machine Gun
	071-312-4030	Zero an M249 Machine Gun
	M60 Machine Gun	
	071-312-3025	Maintain an M60 Machine Gun
	071-312-3026	Perform a Functions Check on an M60 Machine Gun
	071-312-3027	Load an M60 Machine Gun
	071-312-3028	Unload an M60 Machine Gun
	071-312-3029	Correct Malfunctions on an M60 Machine Gun
	071-312-3031	Engage Targets with an M60 Machine Gun
	M16A1/A2 Rifle	
	071-311-2004	Zero an M16A1 Rifle
	071-311-2007	Engage Targets with an M16A1/A2 Rifle
	071-311-2025	Maintain an M16A1/A2 Rifle
	071-311-2026	Perform a Functions Check on an M16A1/A2 Rifle
	071-311-2027	Load an M16A1/A2 Rifle
	071-311-2028	Unload an M16A1/A2 Rifle
	071-311-2029	Correct Malfunctions on an M16A1 or M16A2 Rifle

	071-311-2030	Zero an M16A2 Rifle
	12-Gage Shotgun	
	191-381-1252	Perform Operator's Maintenance on a 12-Gage Shotgun
	191-381-1253	Load, Reduce Stoppage, and Clear a 12-Gage Shotgun
	191-381-1254	Fire a 12-Gage Shotgun for Qualification
Chapter 3 **NBC**	031-503-1015	Protect Yourself from NBC Injury/Contamination with Mission-Oriented Protective Posture (MOPP) Gear
	031-503-1019	React to Chemical or Biological Hazard/Attack
	031-503-1024	Replace Canister on Your M40 Protective Mask
	031-503-1025	Protect Yourself from Chemical and Biological Injury/Contamination Using Your M40-Series Protective Mask with Hood
	031-503-1026	Maintain Your M40-Series Protective Mask with Hood

Table C-2. Law Enforcement/Security Skills

	Lesson/Task Number	Lesson/Task Title
Chapter 1 **Unarmed Self-Defense**	191-376-5103	Use Unarmed Self-Defense Techniques
	191-376-5104	Use an MP Club to Subdue a Suspect
Chapter 2 **Searches**	191-376-5114	Determine if a Search and Seizure is Authorized
	191-376-5115	Select Type of Body Search to Perform
	191-376-5116	Perform a Stand-Up Search or a Frisk (Pat Down)
	191-376-5117	Perform a Prone Search
	191-376-5119	Perform a Wall Search
	191-376-5121	Perform a Building Search
	191-376-5122	Perform a Vehicle Search
Chapter 3 **Law Enforcement** **Operations**	**Reports and Forms**	
	191-310-0001	Prepare DD Forms 1920 (Alcoholic Influence Report)
	191-376-0001	Prepare DA Forms 3975 (Military Police Report)
	191-376-0002	Prepare DA Forms 2823 (Sworn Statement)
	191-376-5138	Prepare DA Form 4137 (Evidence/Property Custody Document)
	Patrol Activities	
	091-109-0005	Prepare Equipment Inspection and Maintenance Worksheet (DA Form 2404)
	191-376-5100	Use Interpersonal Relations Skills
	191-376-5101	Record Police Information
	191-376-5105	Secure Offender with Hand Irons
	191-376-5106	Determine the Level of Force Required
	191-376-5112	Apprehend a Subject
	191-376-5114	Determine if a Search or Seizure is Authorized
	191-376-5123	Transport Offenders
	191-376-5124	Identify Evidence/Contraband
	191-376-5125	Collect Evidence
	191-376-5126	Conduct Interviews

	191-376-5127	Advise Suspect of Article 31—Miranda Rights
	191-376-5128	Protect a Crime Scene
	551-721-1352	Perform Vehicle Preventive Maintenance Checks and Services (PMCS)
	Patrol Incidents	
	191-376-5113	Use MP Vehicle Emergency Equipment
	191-376-5130	Process a Drunk Driver
	191-376-5132	Respond to a Bomb Threat
	191-376-5134	Respond to a Domestic Disturbance
	191-376-5135	Respond to an Alarm
	191-376-5136	Respond to a Hostage Situation
	191-376-6090	Respond to a Suspected Rape Report
	Traffic Operations	
	191-376-5107	Use Hand and Army Signals to Direct Traffic
	191-376-5110	Enforce Traffic Regulations
	191-376-5129	Secure the Scene of a Traffic Accident
	191-376-5131	Give Implied Consent Warning
	191-376-6072	Prepare DA Form 3946 (Military Police Traffic Accident Report)
Chapter 4 Physical Security	191-000-0002	Employ Physical Security Measures
	191-000-0005	Implement Basic Measures to Reduce Your Vulnerabilities to Terrorist Acts/Attacks
	191-000-0006	Implement Measures to Reduce your Unit's Personnel and Equipment Vulnerabilities to Terrorist Acts/Attacks
	191-376-4112	Patrol a Restricted Area
	191-376-4114	Control Entry to and Exit from a Restricted Area
	191-376-4115	Enforce the Two-Person Rule
	191-376-4117	Use the Duress-Code System
	191-376-4118	Operate a J-SIIDS/I-SIIDS Monitor Unit
Chapter 5 Civil Disturbance	191-376-4119	Operate Riot Control Agent Dispensers (M33A1/M36)
	191-376-4121	Use a Riot Baton
	191-376-4122	Position Yourself in Riot Control Formations
	191-378-4302	Conduct Squad-Sized Riot Control Formations
Chapter 6 MP Station Operations	191-377-5204	Identify Errors on Military Police Reports and Forms
	191-377-5205	Prepare a Military Police Desk Blotter (DA Form 3997)
	191-377-5206	Prepare and Maintain Desk Reference Cards (DA Form 3998)
	191-377-5207	Process Offenders
	191-377-5213	Process Juvenile Offenders
	191-377-5214	Determine Elements of a Crime
	191-378-5303	Collect, Compile, and Process Police Information
	191-381-1303	Verify Accuracy of DD Form 367 (Prisoners Release Order) and DD Form 629 (Receipt for Prisoner or Detained Person)

Chapter 7 Investigations	191-390-0106	Develop and Lift Latent Impressions
	191-390-0100	Identify an Offense of Burglary
	191-390-0101	Identify an Offense of Housebreaking
	191-390-0112	Identify the Offense of Larceny or Wrongful Appropriation of Property
	191-390-0114	Identify an Offense Involving Controlled Substances
	191-390-0120	Photograph a Crime Scene
	191-390-0121	Sketch a Crime Scene
	191-390-0122	Collect Physical Evidence at a Crime Scene
	191-390-0132	Interrogate Suspects(s) and Subject(s)
	191-390-0139	Take Record Fingerprint Impressions
	191-390-0158	Maintain Accountability of Evidence in an Evidence Room
	191-390-0164	Apprehend an Offender
	191-390-0165	Conduct a Lawful Search and Seizure
	191-390-0168	Take Major Case Prints

Table C-3. Supervisory Skills

	Lesson/Task Number	Lesson/Task Title
Chapter 1 MP Station Operations	121-030-3502	Select a Detail Using a Duty Roster (DA Form 6)
	191-379-5402	Prepare a Patrol Distribution Plan
	191-380-0109	Plan Patrol Activities
	191-400-0034	Direct the Conduct of a Police Administration Section
	191-400-0036	Direct the Conduct of Investigations
	191-400-0041	Establish Liaisons with Other Military/Civilian Law Enforcement Agencies
	191-400-0044	Supervise Accountability of Evidence in the Evidence Room
	191-400-0045	Direct Patrol Activities
	191-400-0046	Analyze Crime Statistics to Determine Law Enforcement Problem Areas and Crime Trends
Chapter 2 Traffic Section Operations	191-400-0011	Supervise the Preparation of a Traffic Control Plan
	191-400-0037	Supervise the Development of Traffic Control Procedures Based on Statistics
	191-400-0038	Direct the Development of a Traffic Control Study Plan
Chapter 3 Physical Security Operations	191-000-0003	Develop Unit Physical Security Plan
	191-377-4214	Supervise Emergency Entrance and Exit Procedures
	191-400-0006	Plan Terrorism Counteraction Activities
	191-400-0039	Determine Threat Potential for Physical Security
	191-400-0040	Supervise the Preparation of a Physical Security Plan
Chapter 4 Civil Disturbance Operations	191-379-5400	Conduct Platoon Riot Control Formations
	191-400-0030	Plan Operations to Counter or Control Civil

Appendix L. Air Force Training for Military Law Enforcement Personnel

The Air Force is committed to developing, funding, implementing and ensuring thorough training. Air Force Policy Directive (AFPD) 36-22, "Military Training," September 17, 1993, requires:

- training programs that satisfy mission-generated training requirements and use the most efficient method possible;

- the resources necessary to conduct required training programs;

- training programs that use the Instructional System Development (ISD) process; and

- developing, funding, acquiring, and maintaining training programs based on requirements analysis, and documented in a system training plan.

The ISD process, a systems approach to education and training, is to increase educational effectiveness and cost-efficiency through developing training instruction based on job performance needs, eliminating irrelevant skills and knowledge requirements, and ensuring graduates who have acquired the skills, knowledge and attitudes necessary to perform their jobs. According to Air Force Manual (AFMAN) 36-2234, "Instructional System Development," November 1, 1993, the ISD process has four phases:

1. <u>Analyze</u> and determine instruction needs. The analysis uses Occupational Survey Reports (OSR), technical orders and directives, Major Command (MAJCOM) inputs (including Mission Task Analysis Reports), contractor/outside source data (e.g., the RAND study on Air Base attacks), and subject matter literature. The Utilization and Training Workshop (U&TW), which is the Air Force process for identifying individual job specialty training requirements, has an important role in this analysis.

2. <u>Design</u> instruction to meet the need. The design includes selecting the instructional method and media, determining the instructional strategies, and designing objectives and tests. Each objective has three parts: learned behavior (task); condition; and standard.

3. <u>Develop</u> instructional material to support systems requirements. The development includes designing and testing student and instructor lesson plans and study guides.

4. <u>Implement</u> the instructional system. The implementation includes validating the instructional system.

An evaluation process accompanies the IDS process to test the instructional systems and ensure that the training requirements for individual career fields are met. This process is always ongoing, with continuing feedback from students, supervisors, and unit leaders. (Needed to maintain Community College of the Air Force accreditation).

Through these processes, the Air Force strives to staff positions with only "Qualified Individuals" who have been certified in all tasks required in their assigned duty positions, as defined in the Career Field Education and Training Plan (CFETP) and supplemented as appropriate.

Education and Training Objectives. Air Force training distinguishes between education and training. According to Air Force Instruction (AFI) 36-2201, "Developing, Managing and Conducting Training," April 26, 2000, "training" teaches specific skills to be performed under defined conditions, while "education" teaches a body of knowledge to prepare students to deal with situations and solve problems not yet defined. This Instruction also itemizes education and training program objectives, which are to:

1. provide the best trained individuals, units, and forces possible;

2. increase readiness and military effectiveness through quality programs;

3. provide job-oriented, realistic training in the skills and knowledge required to perform effectively in Air Force specialties;

4. balance training capability and cost;

5. have life-cycle education and training programs that use the continuous learning concept;

6. continuously develop and apply advanced education and training technology; and

7. use rigorous evaluation, feedback and improvements to ensure training and education programs that prepare the forces to meet future challenges.

Life-cycle Education and Training Program. This program, which uses CFETP as the primary tool, applies to the "total force," uses a continuous learning concept, is the basis for identifying education and training requirements for every Air Force career field, and serves as a road-map for career progression. Enlisted personnel must meet all requirements outlined for their specialty in AFMAN 36-2108, "Airmen Classification," April 30, 2001, as well as all CFETP training required to progress through different "skill levels" for the career field.[1] The enlisted skill levels are:

1. Apprentice (3-Skill level): an airman who has completed a resident initial skills course.

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[1] The process includes specific requirements for "cross-trainees" and some commissioned officer specialties. These specific requirements are not addressed here.

2. Journeyman (5-skill level): an airman who has completed a 3 months apprenticeship; mandatory Career Development Courses, if available; an additional 12 months in upgrade training (UGT); and acquired Senior Airman rank (E-4). The Air Force Security Forces has a distant learning package for Career Development Course training.

3. Craftsmen (7-skill level): A Senior Sergeant (E-5) who has completed mandatory Career Development Courses; been "certified" on all CFETP-identified core tasks and supervisor-identified duty position tasks; attended the 7-skill level Craftsmen Course, if available; and completed at least 12 months in UGT.

4. Superintendent (9-skill level). Be a Senior Master Sergeant (E-8).

For each skill level, the CFETP itemizes the specialty qualification requirements under the following sections: knowledge; education; training courses (Formal/Distant Learning); experience; other directed specific training requirements; and how/when to implement a particular skill level. The CFETP also contains: Specialty Training Standards (STS); course objectives list/training standards that supervisors use to determine if an airmen has satisfied training requirements; training references; training core indexes with both mandatory and optional courses; and MAJCOM-unique training requirements. The STS lists each training requirement, along with the applicable training standard(s) and training references, which help define and clarify the standard. Specifically, the STS:

1. Lists and details all training requirements to ensure standardization across the Air Force. The Proficiency Code Key (PCK) categorizes training requirements as either knowledge, performance, or task knowledge (information needed to perform a task), and identifies the proficiency level an individual must attain to complete the training. The PCK and training references are to ensure standardization in determining "qualified individuals."

2. Identifies core tasks and wartime tasks. Wartime task identification enables quick response during a contingency or war when demands on technical schools surge to qualify airmen in their career fields. During these times, wartime task are trained and other task training is delayed or excluded. However, all Security Force members must be trained on core tasks to receive a skill level. Without a 3-skill level assignment, an airman cannot be assigned to full duty. (The Specialty Knowledge Tests used in subsequent promotion tests are also based, in part, on this core task training.) Additionally, a trainer cannot "close out" core items. After the trainer signs the record showing an individual has been trained, a certifier (whom the commander has designated in writing) uses an established checklist to evaluate whether the individual can perform the task. The certifier must be at least an E-5, certified on the task personally, and have completed the Air Force certifier training course. This double-checking mechanism ensures that members can perform each task in their duty assignment. (This procedure also applies to critical skills for which proficiency must be attained to accomplish important mission facets. An example would be those tasks that a nuclear convoy commander must perform.)

3. The STS and PCK are crucial in developing resident and distant learning training courses, but the job qualification standard (JQS) for on-the-job training that is included in Air Force Form 623, "On-The-Job Training Record," is equally crucial in ensuring skill level attainment.

CFETP Development. Developing the CFETP, a crucial document in Air Force training, is accomplished in the Utilization and Training Workshop (U&TW). The career field manager, which the Deputy Chief of Staff/Assistant Chief of Staff designates, is responsible for developing, implementing and maintaining the CFETP. AFMAN 36-2245 prescribes the process and sets forth the guidance. The maintenance phase requires the career field manager to review the CFETP with MAJCOM career field managers annually, using feedback from the career field. If a major change is recommended, such as when career fields merge or a career field takes on new duties and responsibilities, another U&TW is required. The U&TW, among other uses, is the forum for: career field leaders to establish the most effective and efficient training mix (formal and on-the-job training) for each skill level; prepare training standards; and set training responsibilities. The U&TW procedures are prescribed and must be followed. The requirements include:

1. Identify job descriptions. Specialty Descriptions are reviewed to determine if a classification should be changed. These descriptions, addressed in AFMAN 36-2105 and 36-2108, are the basis for establishing the requirements an individual must meet to gain entry into the career field. If not properly established, they may preclude good personnel from the career field. They may also allow ill-suited personnel unable to complete required training or perform critical tasks to enter the career field initially. (In either case, the impacts are adverse on the career field and available resources.)

2. Identify job performance standards. The CFETP and data from the Occupational Survey Report (job task analysis, usually completed every 5 years) are used to establish a new task list for the career field. Training references are also determined.

3. Identify skill level training requirements. A PCK is assigned to the job performance standard.

4. Identify CDC requirements. Review tasks/knowledge covered in each distant learning package and determine adequacy. Feedback from the CDC and from Specialty Knowledge Test writers is used to complete this function.

5. Identify wartime training requirements. Identify skills that must be taught when courses are accelerated for wartime.

6. Identify core tasks. Identify the minimum tasks that each individual must attain for the specialty and the skill level required for proficiency.

7. Identify MAJCOM unique requirements. Incorporate into CFETP any unique task and associated training standard on which an airmen must attain proficiency to work in the MAJCOM.

8. Identify Supporting Resources. Outline all manpower, equipment and

supporting resources required to meet education and training objectives. (An increase in requirements or standards can result in needs for more instructors, more training days, and more equipment. Also, the "supply tail" for new requirements can affect the base. For example, if more training days are added, more students are resident at the training facility, increasing billeting needs, food service needs, and overall facility workload.)

9. AFSC Conversion requirements. If career fields are merging, issues involving areas such as promotion testing, skill level acquisition, and interim course development must be identified and resolved.

10. Interservice Training Review Organization (ITRO). If other Military Department or Government Agency training is used, any change must be addressed in accordance with procedures in AFI 36-2230(I), "Interservice Training, September 28,1998.

Training Categories. The CFETP (CFETP/Abbreviations/terms explained) categories Air Force training as follows:[2]

1. Initial Skills Training. A formal school course that leads to, or results in, awarding the 3-skill level (based on the STS included in the CFETP).

2. Qualification Training (Job Qualification Training). Actual hands on performance-based training (two phases) designed to qualify airmen in a specific duty position, based on skills from the STS and others needed to complete a specific job.

3. On-the-job-training. Training used in certifying personnel in both upgrade (skill level award) and job qualification training.

4. Sustainment/recurring training. Training to sustain skills or knowledge previously acquired. The CFETP lists the core skills and AFI 36-2225 lists the skills requiring annual training.

5. Advanced Training. Formal courses (outlined in the CFETP) that provide additional skills to enhance expertise in the career field.

6. Upgrade Training. Mandatory training (outlined in the CFETP) that leads to awarding a higher skill level.

7. Ancillary Training. Training that contributes to mission accomplishment, but not required in the primary AFSC. Examples include Nuclear, Biological and Chemical Training, and Sexual Harassment Training (skills not included in CFETP, but included in AFCAT 36-2223).

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[2] This training could all be categorized as:
   a. Skill level training: Based solely on CFETP. Includes initial skills training, sustainment training, upgrade training, and advanced training. Upgrade training includes the OJT that leads to skills certification.
   b. Job Qualification training: Includes qualification training, task-specific OJT, and continuation training.
   c. Ancillary Training.

8. Continuation training. Additional training beyond requirements that emphasize present or future duty assignments.

Unit Training. AFI 36-2225 set forth the guidance. The Air Force ensures formal school training throughout a member's career to keep the member abreast of ever-changing roles and responsibilities. However, most training is conducted at the unit level. (For Air Force Security Forces personnel, ground combat skills training is conducted at the unit level, the MAJCOM level, and at higher levels.) The primary concern is preparing the individual for those tasks required to perform the job.

Phase I. Phase I training (1-2 weeks) begins when a new member arrives at the installation. This training prepares the individual to deal with installation-unique issues and reiterates previous skills training. (The member might also receive ancillary training at this time because it is much easier to schedule training before the member is assigned to flight and begins a "shift" work schedule).

The unit training section, which a Non-Commissioned Officer In Charge (NCOIC) heads, is required to conduct Phase I training. The NCOIC must have attended (or be scheduled to attend) the "Principles of Instruction Course," or the "Basic Instructor Course," and is responsible for:

1. Preparing a local master JQS (master task listing) from the CFETP that specifies all tasks for positions in the unit.

2. Preparing a separate JQS for each duty position. AFF 797 is used to identify MAJCOM or local tasks not included in the CFETP.

3. Working with the Standards and Evaluation section to create task performance checklists that specify step-by-step procedures for duty-position tasks.

4. Developing and using local Training, Training Exercise, and Evaluation Outlines (TEEOs) to train and evaluate collective skills training. (Air Force also identifies skills that teams need to perform, and team members must be certified on each skill before they can participate with the team. Examples would be deployment teams and Emergency Services Teams.)

5. Monitoring distant learning and upgrade training. Usually, within the training section, there is an enlisted training manager (separate Air Force Specialty Code) who reports directly to the unit commander.

6. Monitor, provide and track sustainment and ancillary training.

7. Verify complete qualification training for duty positions.

8. Maintain a test bank for Air Force, MAJCOM and local questions, and establish test control procedures.

9. Prepare the unit's annual master training plan.

10. Inform the Standards and Evaluation section when a member completes job qualification training.

11. Monitor training records. (The supervisor keeps UGT records.)

Phase II. The individual's supervisor has the most important role in Phase II training. The member is assigned to a supervisor and entered into Phase II training when the member is assigned to a flight (duty status). The supervisor is responsible for ensuring that the member learns and accomplishes each JQS task/knowledge item required for the position. The member has 60 duty days to accomplish the skills. The unit commander is responsible for designating posts where the member (not yet qualified on a job position) can work. Flight leadership attempts to pair the member and supervisor so training can be accomplished and certified, but mission needs sometimes dictate and other flight members (not the supervisor) train the new member. If the trainer is a designated trainer with authority to sign off/certify on the particular skill, the trainer can sign the member's training records. If not, follow up training and certification are required. (This usually happens only when a Senior Airman has been certified on the skill, but has not taken the Train the Trainer Program and, therefore, is not authorized to certify a new member's training records.)

After the new member has qualified on all tasks for the job, a standardization evaluation (written, verbal, and practical exercises) is conducted within 30 duty days. The member is "qualified" after passing this examination, but is subject to subsequent no-notice evaluations. At minimum, the member must re-test/re-qualify annually. The annual re-qualification includes a use-of-force test and a separate knowledge-based test on the M-16 rifle. (These tests are not usually included in the initial qualification because the initial qualification examinations occurred during Phase I training, before the new member was assignment to flight (duty status).)

Appendix M. **Report Distribution**

Office of the Secretary of Defense

Under Secretary of Defense (Comptroller)
Assistant Secretary of Defense (Command, Control, Communications and Intelligence)
General Counsel, Department of Defense
Deputy Comptroller (Program Budget)
Deputy Chief Financial Officer, Accounting Policy Directorate, Under Secretary of
    Defense (Comptroller)

Department of the Army

Assistant Secretary of the Army (Financial Management and Comptroller)*
Assistant Secretary of the Army (Manpower and Reserve Affairs)
General Counsel, Department of the Army
Inspector General, Department of the Army*
Deputy Chief of Staff for Operations and Plans*
Commander, U.S. Army Criminal Investigation Command

Department of the Navy

Assistant Secretary of the Navy (Manpower & Reserve Affairs)*
General Counsel, Department of the Navy
Naval Audit Service
Naval Inspector General*
Director, Naval Criminal Investigative Service*
Deputy Commandant, Plans, Policies and Operations, Headquarters, U.S. Marine Corps
Inspector General, U.S. Marine Corps*
Superintendent, Naval Postgraduate School

Department of the Air Force

Assistant Secretary of the Air Force (Financial Management & Comptroller)*
General Counsel, Department of the Air Force
Inspector General, Department of the Air Force
Commander, Air Force Office of Special Investigations*
Director of Security Forces*

Other Defense Organizations

Director, Defense Contract Audit Agency
General Counsel, Defense Logistics Agency
Inspector General, National Security Agency

Inspector General, Defense Intelligence Agency
Defense Systems Management College

Non-Defense Federal Organizations

None

Congressional Committees and Subcommittees, Chairman and Ranking Minority Member

Senate Committee on Appropriations
Senate Subcommittee on Defense, Committee on Appropriations
Senate Committee on Armed Services
Senate Committee on Governmental Affairs
House Committee on Appropriations
House Subcommittee on Defense, Committee on Appropriations
House Committee on Armed Services
House Committee on Government Reform
House Subcommittee on Government Efficiency, Financial Management, and
    Intergovernmental Relations, Committee on Government Reform
House Subcommittee on National Security, Veterans Affairs, and International Relations,
    Committee on Government Reform
House Subcommittee on Technology and Procurement Policy

* Recipient of Draft Report

Appendix N. **Management Comments**

DEPARTMENT OF THE NAVY
OFFICE OF THE ASSISTANT SECRETARY
(MANPOWER AND RESERVE AFFAIRS)
1000 NAVY PENTAGON
WASHINGTON, DC 20350-1000

NOV 1 4 2002

MEMORANDUM FOR INSPECTOR GENERAL, DEPARTMENT OF DEFENSE

SUBJECT: DoD IG Evaluation of Installation-level Training Standards
for Civilian Police Officers (GS-0083) and Security Guards
(GS-0085) in the Department of Defense (Proj Number 2001C002)

The Department of the Navy believes that addressing training
standards for federal civilian police officers and security guards is
absolutely critical to addressing our Nation's homeland security
posture. In fact, the Navy is currently beginning an in-depth analysis
of career development for all Navy security and law enforcement job
series to include the 18XX, 0072, 08XX, and Masters-at-Arms. A major
objective of this initiative, to be completed during FY-03, is to create
a Navy-wide law enforcement and security training, certification, and
physical fitness standard.

The Department of the Navy, as a major DoD stakeholder in the
civilian police officer and security guard community, enthusiastically
supports the Under Secretary of Defense (Personnel and Readiness)
leadership in a study that will develop DoD-wide standards for
training, certification, and physical fitness.

Preliminary findings of the Navy career development analysis has
highlighted the need that all law enforcement and security personnel
be trained not only to the same standard, but also in the same
schoolhouse – to include active duty and reserve military personnel.

The Department of the Navy concurs with recommendations of draft
evaluation report with the following caveats:

1. Installations should retain the flexibility to conduct their own
   installation-unique law enforcement and security training.
2. DoD components should continue to train their own personnel, but
   within the requirements of the consolidated standards.
3. Analysis should not be limited to the IADLEST Minimum Standards
   Model but should seek best practices from all-source models for
   training, certification, and physical fitness standards.
4. Analysis should include a labor-cost analysis of law enforcement
   and security pay-equity issues.

In light of our ongoing study, we are prepared to coordinate with
and complement the efforts of the Under Secretary of Defense
(Personnel and Readiness) during their initial period of analysis.
Our point of contact for this matter is Mr. Robert Thompson at the
Naval Criminal Investigative Service (202) 433-9122.

Anita K. Blair
Deputy Assistant Secretary of the Navy
(Personnel Programs)

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS UNITED STATES AIR FORCE
WASHINGTON, DC

2 9 OCT 2002

MEMORANDUM FOR ASSISTANT INSPECTOR GENERAL FOR AUDITING
                OFFICE OF THE INSPECTOR GENERAL
                DEPARTMENT OF DEFENSE

FROM: HQ USAF/XO
       1630 Air Force Pentagon
       Washington, DC 20330-1630

SUBJECT: Evaluation of Installation-Level Training Standards for Civilian Police Officers
          (GS-0083) and Security Guards (GS-0085) in the Department of Defense, 28 August,
          2001, Project Number 2001C002

        This is in reply to your memorandum requesting the Assistant Secretary of the Air Force
(Financial Management and Comptroller) to provide Air Force comments on subject report.

        The following comments are provided concerning the specific recommendations.

        a. Concur with recommendation A.1, as written. We realize the need for
standardized training for DoD civilian Police Officers and Security Guards.

        b. Concur with recommendation A.2, as written and we are ready to participate in an
interservice/interagency working group to determine core skills and training requirements for
DoD civilian Police Officers and Security Guards. Another issue that must be addressed by the
Under Secretary of Defense (Personnel and Readiness) and the DoD components is the funding
required to provide the identified training.

        c. Concur with recommendation A.3, as written. Once core requirements are
identified, we will determine unique mission requirements and ensure training is provided and
documented (recommendation A.3a). We will immediately provide guidance to Air Force
Security Forces units to include civilian forces in emergency plans, emergency preparedness
exercises and after-action reporting and to provide corrective training to overcome skill shortfalls
identified during training exercises (recommendation A.3b).

CHARLES F. WALD, Lt Gen, USAF
Deputy Chief of Staff
Air & Space Operations

DEFENSE LOGISTICS AGENCY
HEADQUARTERS
8725 JOHN J. KINGMAN ROAD
FORT BELVOIR, VIRGINIA 22060-6221

OCT 2 3 2002

IN REPLY
REFER TO   DSS-S

MEMORANDUM FOR INSPECTOR GENERAL, DEPARTMENT OF DEFENSE

SUBJECT: Evaluation of Installation-level Training Standards for Civilian Police
Officers (GS-0083) and Security Guards (GS-0085) in the Department of
Defense (Project No. 2001C002)

We have reviewed subject report and concur with the finding: "Training for DoD
Police Officers and Security Guards Does Not Ensure Core Competencies Needed for
Law Enforcement Duty". It has been our observation that no DoD components train their
police and security personnel in an identical fashion with any of the other components.

Reference the report recommendations:

A.1. Concur. The Under Secretary of Defense (Personnel and Readiness) is probably
the best choice for overall responsibility for training, certification, and physical fitness
program oversight within DoD.

A.2. Concur. The components should work together to agree on a standard training,
certification, and fitness program for civilian police and security guards within the
department. Further, DLA would gladly participate in any studies, working groups or
committees to determine a department wide training program which would meet the
needs of all Department of Defense components while ensuring that core competencies
were met.

A.2.a. Partially concur. The services' earlier efforts could be used as a baseline,
however, there are numerous other sources of core training experience, i.e. Federal Law
Enforcement Training Center (FLETC), that should be considered.

A.2.b. Partially concur. Again, other sources such as FLETC should be considered.

A.2.c. Concur. We feel it is important to include a quality assurance portion to any
program developed in order to ensure that initial training is followed up and remedial
training and certification provided.

A.3. Concur.

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A.3.a. Concur. Component unique mission and installation needs can supplement a standard training program. The Defense Logistics Agency (DLA) requires our police officers to attend the 10-week "Mixed Basic Police Training Program" given at the FLETC, Glynn County, Georgia. We also believe that the graduates of the FLETC program have received the appropriate level core competencies to enable them to perform law enforcement duties. Eighty hours of supplemental training which includes first responder roles and certifications is provided on an annual basis.

A.3.b. Concur, all police and security personnel should be trained and certified to handle first responder roles.

If you have any questions concerning this matter, please contact Mr. Roger McCrady, DSS-SP, (703) 767-5443 or DSN 427-5443.

BILLY R. OWENS
Staff Director
Command Security
DLA Support Services

cc: J-38

NATIONAL IMAGERY AND MAPPING AGENCY
4600 SANGAMORE ROAD
BETHESDA, MARYLAND 20816-5003

U-295-02/OIG

0 1 NOV 2002

MEMORANDUM FOR DEPUTY ASSISTANT INSPECTOR GENERAL, CRIMINAL
             INVESTIGATIVE POLICY AND OVERSIGHT,
             INSPECTOR GENERAL, DEPARTMENT OF DEFENSE

SUBJECT: Draft Audit Report -- Evaluation of
              Installation-level Training Standards for
              Civilian Police Officers (GS-0083) and
              Security Guards (GS-0085) in the Department
              of Defense (Project No. 2001C002)

REFERENCE: DoD IG memorandum, 28 August 2002, subject
              as above

1. The National Imagery and Mapping Agency has reviewed
subject draft report. We concur with the recommendations as
written. Our comments to Recommendation A.3. are provided in
the enclosure.

2. Should you or your staff have any questions regarding our
response, please direct them to the NIMA Office of Inspector
General, Ms. Lenore Guthrie, NIMA External Audit Liaison, at
(301) 227-0709.

                         JAMES R. CLAPPER, JR.
                     Lieutenant General, USAF (Ret.
                             Director

Enclosure a/s

NIMA RESPONSE TO DOD IG DRAFT REPORT
"EVALUATION OF INSTALLATION-LEVEL TRAINING STANDARDS FOR
CIVILIAN POLICE OFFICERS (GS-0083) AND SECURITY GUARDS (GS-0085)
IN THE DEPARTMENT OF DEFENSE"
(PROJECT NUMBER 2001C002)

<u>Comments to Report Recommendation A.3., Pages 18-19.</u>

A.3. The heads of DoD components follow the Under Secretary of
Defense (Personnel and Readiness) determination on training
approach and source(s) for civilian law enforcement personnel,
and

     NIMA Response. We concur with the recommendation.
Additionally, the NIMA West (St. Louis) site hired a
professional Law Enforcement trainer in 1998. He serves as the
NIMA West Security Police Instructor and has over 30 years of
law enforcement training experience. He developed an active
robust law enforcement training program for NIMA West security
guards, which was implemented in 1999. A few of the subjects
addressed in the training program include law enforcement and
anti-terrorism. The program incorporates existing training from
civilian and military sources such as standards from the
"Standards for Law Enforcement Agencies" published by the
Commission on Accreditation for Law Enforcement. He also used
Police Officers Standards of Training (P.O.S.T.) developed by
the National Accreditation of Law Enforcement Trainers. This
program will be used as the model for development of a NIMA-wide
standard civilian police officer and security guard training
program to be conducted at all NIMA sites.

     The NIMA civilian security guards in the NIMA East
(Washington, D.C. metropolitan area) receive two-week on-the-job
training developed and provided by the NIMA East Security
Trainer. Their training program includes fundamental training
in the protection of federal property, materials, equipment, and
personnel. Some guards had the opportunity to attend a 320-hour
basic law enforcement curriculum at the Federal Law Enforcement
Center (FLETC) in Glynco, Georgia.

     Weapons training is minimal for NIMA security guards.
Guards must initially certify with pistols and shotguns and re-
certify on a bi-annual basis. They also receive additional
training on the use of non-lethal weapons.Additionally, the NIMA
Law Enforcement Training Working Group recently completed a six-
week project. The Working Group analyzed more than 100 discrete

                                                  Enclosure

job elements, functions, and capabilities, conducted numerous
deliberations, and examined many documents from other government
agencies in an effort to recommend the best parameters for a
physical protection program that will best protect NIMA
resources and bring NIMA on par with its sister agencies. The
Working Group recommends that NIMA establish a professional
police force, disestablish the existing NIMA Security Guard
Force (NSGF) through attrition, and provide incentives for the
NSGF to convert to Law Enforcement Officers (LEOs).

    We plan to have a NIMA-wide standard civilian police
officer and security guard training program in place by mid-
2003, using the NIMA West training program as a model. This
will serve as an interim training tool pending implementation of
recommendations resulting from the NIMA Law Enforcement Training
Working Group.

    a. supplement core training as necessary to take unique
mission and installation needs into account in training programs
for civilian police officers and security guards; and

        NIMA Response. We concur with the recommendation. As
noted above, NIMA West has a professional law enforcement
trainer on board. His training program incorporates standards
from the Commission on Accreditation for Law Enforcement and the
National Accreditation of Law Enforcement Trainers. It was
successfully implemented at NIMA West in 1999 and continues to
be improved as applicable. The NIMA East Security Training
Officer will continue to provide training to the local security
guards using his training tools noted above. NIMA security
guards will continue to pursue attendance in FLETC (Federal Law
Enforcement Training Center) training courses, as funding and
slots become available. These training efforts will continue,
pending development and implementation of the standard NIMA-wide
training program. As noted above, we plan to have an interim
standard civilian police officer and security guard training
program in place by mid-2003.

    b. ensure that civilian police officers and security
guards are fully prepared to handle first responder roles and
responsibilities during threats and emergencies. Any civilian
police or security force that could be expected to be involved
in a threat or emergency should be included in emergency plans,
emergency preparedness exercises, and after-action reporting.
In addition, corrective training should be implemented as
quickly as possible after preparedness exercises to overcome

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skill shortfalls for civilian police officers and security
guards identified during training exercises.

NIMA Response. We concur with the recommendation.
NIMA has staffed a fully functioning Anti-Terrorism/Force
Protection (AT/FP) program. We established this program as a
direct result of the 11 September 2001 terrorist attack on the
United States. The program includes the NIMA civilian security
guards in its program considerations, planning, and exercises.
They participate in AT/FP and disaster preparedness (DPP)
exercises, which are held semiannually. As part of follow-up
actions to any exercises conducted, we will continue to generate
after-action reports, review recommendations, and evaluate and
implement corrective actions. While we provide in-house
training to NIMA security guards, future 'formalized' training,
will continue to emphasize and enforce actions to be taken
during threat and emergency situations. Additionally, NIMA East
security guards receive in-house "first responder" type training
entitled "Evidence and Found Property." The NIMA West security
guards receive similar type training. We will incorporate this
training feature into the NIMA-wide standard training program to
be developed and implemented by mid-2003. For reporting
purposes, we consider this recommendation closed.

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NSA comments were "For Official Use Only"

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF, ARMY RESERVE
WASHINGTON, DC 20310-2400

REPLY TO
ATTENTION OF

DAAR-IR (36-2c)   21 Oct 02

MEMORANDUM FOR Department of Defense Inspector General, 400 Army Navy Drive,
Arlington, VA 22202-4704

SUBJECT: Department of Defense Inspector General (DODIG) Draft Evaluation Report,
Evaluation of Installation-Level Training Standards for Civilian Police Officers (GS-0083) and
Security Guards (GS-0085) in the Department of Defense, Project Number 2001C002,
28 Aug 01

1. We reviewed subject draft report and found it to be a fair representation of the status of DOD
Civilian Police and Guard Force training. We agree with the need for standardized training and
sustainment criteria.

2. If you have any questions or need additional information, please contact Mr. John Price at
404-464-8191 or email him at pricejoh@usarc-emh2.army.mil.

FOR THE CHIEF, ARMY RESERVE

FRANK J. BONO
Director, Army Reserve Internal Review
and Management Control Process

CF:
US Army Audit Agency, ATTN: Strategic Engagement Office, 3101 Park Center Drive,
Alexandria, VA 22302-1596

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